

Details of the White Paper, page
Leader, back page

Scots reject fees changes

The Convention of Scottish Local Authorities has rejected proposals that institutions should be able to set individual fees for overseas students. COSLA was asked by the Scottish Education Department for its views on this recommendation from *A Policy for Overseas Students* published by the Overseas Students Trust. The Department of Education and Science is also seeking the views of the University Grants Committee and the Committee of Local Education Authorities.

Lab explosion

Four Birmingham University students were injured at the weekend after an explosion at a chemical laboratory. More than 40 students were taking part in a practical class when the final year experiment, in a fume cupboard, misfired. Two students, Andrew Murray and Trevor Smith, both aged 20, were treated in hospital for cuts from broken glass, and two others were slightly injured. The university is inquiring into the incident.

Protest considered

College union leaders are to consider a direct protest to the States of Jersey over the continued illegality of homosexual acts between consenting adults. But the National Association of Teachers in Further and Higher Education is refusing to take up a request from its gay teachers' group to refuse to send fraternal delegates to the National Union of Teachers conference on the island next month.

Results pooled

A research team at Edinburgh University is helping to determine how the funds from the pools competitions should be spent. Edinburgh's tourism and recreation research unit has been distributing questionnaires at matches at the Hibernian, Glasgow Rangers and Aberdeen football grounds in the first market research study among Scottish football supporters.

NUS call to end dual system

by David Jobbins

Student leaders have drawn up bold plans for the future of post-school education. A policy document being submitted to the National Union of Students conference in Warwick next week calls for the effective abolition of the binary line separating the universities and the public sector.

It seeks a national body to plan higher education both in the universities and in polytechnics and colleges, together with a national standards review body to fulfil the function of the Council for National Academic Awards in both sectors.

The NUS president Mr Neil Stewart, said this week: "We think the performance of the CNAA is considerably better than the senates of individual universities."

The union will also propose a new body to monitor and validate research, but it feels that commissioning of projects should be carried out more democratically.

Although the policy document was introduced by Mr Stewart as a distillation of existing policy, it has criticism within the NUS leadership. Mr Stewart was anxious this week to dispel suggestions of too close a correlation with the Labour Party policy on post-school education.

He pointed out that while both the Labour Party and the Social Democratic Party wanted to democratize the University Grants Committee



Mr Stewart: CNAA performs "better"

and the National Advisory Body, the NUS wanted to replace them with an entirely new body.

The document rejects the proposition that universities are a national and not a local resource. It states that universities are currently not nationally controlled but that most decision-making is carried out at an institutional level. The NUS also believes that local authorities are fully capable of running universities.

The NUS also feels that the role of the Commons Select Committee on Education, Science and the Arts

should be strengthened to permit continued scrutiny of Government policies rather than fitting from one investigation to another.

Policy-making would also benefit from the secondment to the Department of Education of local government officers, trade unionists, and industrialists.

The NUS is moving rapidly towards advocating a minimum basic grant to be supplemented by access to the benefits system - particularly housing benefit.

"If a student got a grant of £25 and had access to full housing benefit he or she would be better off than 90 per cent of students under the mandatory system," Mr Stewart said.

Few upsets are expected in the NUS elections at next week's conference, largely because Labour students have decided to continue to chip Ms Jane Taylor, a leading member of the Left Alliance, in her bid for reelection as national secretary.

Labour students who wanted to support Mr John Moore, the Socialist Students' Alliance candidate for the job, were defeated at the weekend.

Conservative students were this week meeting in Durham to decide the crucial issue of whether they should campaign for a place on the NUS executive next year or restrict themselves to a vain fight for one of the top jobs.

PCL fails to appoint new rector

by Felicity Jones

A stalemate has arisen at the Polytechnic of Central London over the appointment of a new rector to replace Dr Colin Adamson who resigned last year against a backdrop of recriminations over lack of internal auditing and poor management.

The court of governors meeting on Monday was presented with a shortlist of three candidates from which it was supposed to make its choice. But a group of Inner London Education Authority officers and members had met the candidates the week before and expressed reservations about two. Any decision by the court has to be ratified by the authority.

The two candidates rejected as unsuitable by the ILEA were Professor Terence Burlin, acting rector, and Professor John Smith of Southampton University sociology department, who has been deputy chancellor and faculty dean on a rotational basis at the university.

The third candidate, Dr Norbert Singer, the director of Thames Polytechnic, was considered unsuitable by the court of governors after Mr David Brough, the chairman of the court, had heard opinion from court members and polytechnic staff.

Mr Michael Law, the new secretary of the polytechnic who took up his post at the beginning of February, said no appointment had been made and that a decision had been deferred until consultations had been held with the ILEA.

The court requested a meeting with the authority's further and higher education committee to find out the reasons for its reservations over the candidates, and the ILEA offered to arrange a meeting for next week which will be held before the next court meeting on Wednesday.

The authority is not likely to change its mind over the two candidates so the stalemate could still exist by then, in which case the court could decide either to readvertise immediately or to confirm the acting rector in post for another extended period.

Certain influential members of the court would like to see Professor Burlin's period in the post extended in the hope that he would eventually slip permanently into the rector's seat.

But staff representatives on the governors want the post to be re-advertised. Although they recognize Professor Burlin as being a capable, senior pro-rector in charge of research, they think he is not the right person to take PCL out of its difficulties and to restore morale.

Correction

Emmanuel College, Oxford, is not a part of the International University Foundation, as stated in last week's *THESE*, and has no connection with Warrborough College, Oxford.

Bias probe courses had been approved

by Felicity Jones

An inquiry is to be held into allegations of left-wing bias in the schools of sociology and applied social studies at North London Polytechnic even though degree courses in the two schools were granted indefinite approval only weeks ago.

Dr Edwin Kerr, chief officer of Council for National Academic Awards, revealed he would hold a meeting with PNL to discuss the nature of the inquiry and decide who would carry it out.

The polytechnic could either set up an internal inquiry under its own aegis with CNAA-nominated members; or the CNAA could hold its own inquiry and invite PNL to collaborate; or it could be set up jointly.

The fact that a CNAA visiting party gave indefinite approval to the BA degree courses in applied social studies and sociology so recently could complicate matters.

Mrs Angela Ringguth, PNL's academic registrar, said that according to the usual practice, approval for the courses had expired and they had resubmitted proposals for the courses with some streamlining to bring them closer together.

At the end of the visit, the chairman, Professor John Westergaard, had generally favourable comments to make about these degree courses. We have still to receive his written report," she said.

Professor Westergaard, who is de-

puty dean of the department of sociological studies at Sheffield University, and chairs the sociological studies board of the CNAA, confirmed that the courses had been approved on the spot.

"There were a number of reservations before the visit about the intellectual coherence of the courses and the sequencing of programmes but these were satisfied. Our worries, except for a few minor exceptions, were removed and we were satisfied about the content of the courses," he said. "We did not attach any conditions and gave our indefinite approval there and then."

It was no coincidence that the letter of complaint to the CNAA, with copies sent to Sir Keith Joseph, the Secretary of State for Education, was sent at the time of the visit, he added.

Dr Kerr denied there was any contradiction in holding an inquiry immediately after approval had been given to the courses. "We were unaware of the allegations at that time. The visiting party was reviewing the progress of the course and staff competency. It was only indirectly looking at matters relevant to the allegations," he said.

"This is not to say that the council thinks allegations are proven but that they merit investigation," he added.

Criticism of the courses was made in a dossier sent to Sir Denis Rooke, chairman of the CNAA, and Sir Keith Joseph, by a retiring member of staff in the school of sociology.

Hendon leak criticised

A lecturer's actions in publicly disclosing essays written by police cadets which exhibited racist attitudes actually impeded progress on including anti-racist studies in police training, according to a report from his union.

Mr John Fernandes, who taught on the multi-racial course at Hendon police cadet school until he was barred after leaking the essays to a television team, said in the report to have acted with a lack of knowledge and to have made a gross misjudgement of what was accepted by most members of his union, the National Association of Teachers in Further and Higher Education.

The working group established by the union to examine the case and its wider implications concludes in an interim report: "Had the content of the essays been dealt with professionally at the time they were written, progress with the police would have been made sooner on the issues of police recruitment and the inclusion of appropriate elements of racism awareness training and anti-racist studies on police training."

Mr Peter Dawson, the union's general secretary, said: "Black people do not have confidence in the police at the moment, and one of the reasons is the racial prejudice of some police officers."

The union is seeking Mr Fernandes' reinstatement and a reversion to the status quo so that negotiations about his future and that of the 30 other civilian staff can continue.

Reprive for literacy magazine

A magazine written by and for adult literacy students, which had its Government grant threatened after complaints about its political content, has been reprived.

After a special report by Her Majesty's Inspectorate on the *Write First Time* magazine and the creative writing development work that accompanies it, the Department of Education and Science has agreed to renew the project's £30,000 grant, administered through the Adult Literacy and Basic Skills Unit, until August, 1984.

The DES's approval includes provision agreed by the magazine's organizing collective of restrictions on outside contributors and on editorial continuity.

Scots lecturers in angry mood

Scotland's further education lecturers are poised to take industrial action if management will not raise the present salary increase offer of 3½ per cent.

After the last meeting of the Scottish joint negotiating committee, there was strong feeling among the staff members that they should leave the committee, set up less than two years ago by the Secretary of State for Scotland. However, following a crisis meeting of the staff members lecturers have agreed to meet management again on Monday.

The committee brings together local authority further education colleges, and centrally-run colleges, and lecturers believe local authority management is prepared to match the 4.9 per cent offer made to school teachers, but is being restrained by the governors of the centrally funded colleges, who say they cannot go above Government guidelines. Staff are seeking a five per cent increase.

Mr Jack Dale, spokesman for the staff side, said staff believed the centrally funded colleges were able to go above the salary levels established by the Scottish Secretary.

But, in the new committee, there were fewer managers from the centrally-funded sector, Mr Dale added.

College lecturers and their English local authority employers renew salary negotiations on Monday - with progress heavily dependent on developments in the Burnham primary and secondary committee today.

Employers to veto union courses

by David Jobbins

An employers' vote on funding for some trade union studies courses has been conceded by the TUC in order to safeguard its Government grant against inflation.

After a prolonged period of uncertainty, the TUC and the Government have agreed in principle that the 1983/84 grant should be reduced to £1.5m from its current level of £1.6m.

But an extra £200,000, representing a 6 per cent increase on the 1982/83 grant, is to be made available for courses certified by employers as fostering good industrial relations. Typical courses would deal with new technology and health and safety.

There had been a genuine fear among union leaders that the Government might cut off the grant entirely because Ministers felt it was logically incompatible with the

TUC's rejection of public money for postal ballots.

Under the package, which was reported to the TUC general council this week, employers will certify that specific courses are useful, either before they start or retrospectively, before TUC funds can be tapped. Exact details of how it will be administered are being worked out by officials.

But many of the 200 trade union studies tutors are likely to be unhappy at what some would regard as untoward interference with their academic freedom. Some unions may also carefully consider whether to apply for TUC grant aid for courses, or whether to make claims against the reduced sum available without strings.

There is no doubt that the confirmation of continued Government funding has saved a large number of courses which would not have run after April. A report considered by

TUC leaders late last year showed a dramatic shortfall in funds for day-released courses and a number of advanced courses have already ceased to run because employers are reluctant to release workers.

The committee of the trade union studies section of the tutors' union, the National Association of Teachers in Further and Higher Education, is to discuss the issue as a matter of urgency. There is particular concern at the apparent lack of consultation with tutors before the principles were agreed. Natfhe's training officers' group is also likely to consider its response next month, and efforts are under way in a number of trade unions to reopen the issue.

Public money was first awarded to the TUC to prepare tuition material and finance courses for shop stewards and other officials as part of the social contract under the last Labour government.

MPs attack Buckingham charter plan

by John O'Leary

Fresh controversy broke out this week over the University College at Buckingham, both regarding its newly-granted Royal Charter and its previous attempt, a decade ago, to achieve degree status for its courses.

At question time in the Commons, both Mr Philip Whitehead, Labour's spokesman on higher education, and Mr Christopher Price, chairman of the Select Committee on Education, attacked the decision to award a charter.

Mr Whitehead said: Many of us see this issue as a shabby political pay-off of the worst possible kind, which is an insult to reputable academic institutions in this country.

In his reply, Sir Keith Joseph, Secretary of State for Education and Science, said there was much for the public sector to learn from Buckingham. "I would hope to bring the same standards to bear for any proposal for university status that came before me," he said.

A dispute also began about Buckingham's failure during 1973 and 1974 to secure validation from the Council for National Academic Awards. In a letter to Mr Whitehead, Lord Beloff, the first principal of the college, not only insisted that he had broken off negotiations with the CNAA, rather than being rebuffed by the council, but also criticized the calibre of the working party sent to assess the college's work.

Lord Beloff wrote that it became clear during the negotiations that coming under the umbrella of the CNAA was not compatible with the objective of maintaining the freedom to experiment at the university level of teaching.

"It was therefore Buckingham which found no use for the CNAA and not the reverse," he maintained. "I know that since I conducted the negotiations and broke them off, I may add that one of my reasons was the intellectually low calibre of the team sent to us by the CNAA. They would (with one exception) never have found employment in a university."

He added: "Ideology has nothing to do with the granting of a charter; the Privy Council and the DES impose much higher standards than the CNAA ever can."

The CNAA said this week that five members of the visiting party were university teachers and had held university posts in the past. Three were professors, at the London School of Economics, University College London, and Durham.

A statement in September 1974 by Dr Edwin Kerr, chief officer of the CNAA, gave an account of the events leading to a refusal to validate courses proposed by Buckingham. Of the working party it said: "There was an extended discussion at the next council meeting in May, when it was agreed that the issue was so important that it could only be made if there was a visit by experienced members of high academic standing."



BEAM ME UP - Communications giant Standard Telephones and Cables celebrated the announcement of a £94m educational programme by inviting the Prince of Wales to open a new gallery at the Science Museum. Prince Charles used sophisticated laser and optical fibre technology to unveil a plaque shortly before he flew to Australia. The process was explained to him by Sir Kenneth Corfield, chairman and chief executive of STC.

TEC refuses to discuss quality

The Technician Education Council has refused to discuss the quality of institutions and courses within its field. It has told the National Advisory Body that it is against its policy to do so through it will reveal factual information.

The Business Education Council will provide information on both facts and quality, but says the latter would only be released with the prior knowledge of both colleges and local

education authorities and after they had been given a chance to comment.

Both councils, which are to be merged from September to form the BTEC, were replying to the NAB's request for help in its 1984-85 planning exercise.

BEC and TEC have also agreed to give their views and advice on the strategic issues involved in NAB's planning exercise.

With penalties like these, the secret computer games clubs which operate in universities and polytechnics become a much more serious liability. Mr Lyons says: "It is often the ablest students who see it as a challenge to get into files containing confidential information."

One fairly common practice which would be illegal, said Mr Lyons, was

Garnett College Education and Training for Teachers and Administrators in Further Education

Applications are invited for the following courses:

MASTERS OF ARTS - Council for National Academic Awards
A Master's Degree in further education extending over two years' part-time study and involving the inter-disciplinary study of the further education system and its curriculum. Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a BEd (Hons) or other equivalent qualification.

BACHELOR OF EDUCATION - Council for National Academic Awards
Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.

DIPLOMA IN PROFESSIONAL STUDIES (For progression) - Council for National Academic Awards
A Diploma in further education extending over two years' part-time study (or one year full-time) and involving the study of the theory of further education (or first degree level). Candidates should be employed in the teaching or administration of post-compulsory education and should hold a Certificate in Education.

DIPLOMA IN EDUCATIONAL MANAGEMENT - University of London
Two years' part-time study. Aims to provide a sound academic grounding in educational management and an opportunity to improve management skills. Candidates should have substantial teaching and/or administrative experience in further education or associated fields.

DIPLOMA IN EDUCATIONAL TECHNOLOGY (for Further Education) - University of London
Two years' part-time study. Develops professional competence in the management and organisation of learning resources. Candidates should have initial professional qualifications and be experienced teachers, librarians or administrators in further education or associated fields.

The College welcomes applications from all suitably qualified persons including those from minority or disadvantaged groups.

Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Mr), Garnett College, Donnington House, Southampton Lane, London SW1E 4JF. Tel: 01-789 6553.

ilea

Teacher trainers face stricter controls

Teacher training courses which do not conform to new standards to improve the quality of future school teachers will not be granted approval.

Sir Keith Joseph, the Secretary of State for Education, this week made it quite clear when outlining the reforms contained in the White Paper *Teacher Quality* that he had decided to use powers vested in his position. "Until now they have been little used to veto or approve courses."

According to Sir Keith, initial teacher training courses are not sufficiently geared to the needs of schools and some teachers are asked to carry out tasks for which they have not been adequately prepared.

The most radical of the reforms proposed by Sir Keith is to limit future teachers to specific age ranges and subjects. This was widely opposed when a consultation document was circulated to interested parties last year.

The White Paper also lays out "broad requirements" for teacher training. These details will be worked out by the Advisory Committee for the

Supply and Education of Teachers.

This stresses all that teacher training courses should devote at least two years to subject studies, including adequate attention to teaching methods in the chosen main subject according to the ages of intended pupils and be more closely linked to practical experience in schools.

In this context Sir Keith stressed that he considered candidates for postgraduate certificate of education courses who held degrees in anthropology, sociology and philosophy to be unsuitable. He did not make it clear what recourse they had if they still wanted to train as teachers.

Another reform Sir Keith wants to see is an increase in the number of teacher trainers with recent school experience. The White Paper says that training institutions should take steps now in consultation with local education authorities and schools to ensure this by making recommendations.

Sir Keith wants much tougher selection of teacher training candidates to ensure that they have the right prac-

tical and personal qualities as well as academic competence.

The White Paper says that more rigorous selection would reduce the number of young people who are given qualified teacher status because of their academic competence, but whose classroom performance is suspect.

It points out that when this does occur the training institution should consider transferring the student to another course or, in consultation with its validating body award the student some other form of qualification. Students whose practical classroom work is not satisfactory will not be entitled to recognition as a qualified teacher.

In future newly qualified teachers will have letters of qualification to teach certain subjects and age groups. Teacher employment regulations will be changed so that local education authorities bear these in mind when appointing or redeploying.

Teacher Quality. HMSO £3.40.

Private enterprise pays off

by Jon Turney
Science Correspondent

Conditions of service for academics are the most important influence on the formation of small research-based companies around universities, according to a British banker's study of American campuses.

Mr Matthew Bullock, of Barclays Bank, looked at the high-technology companies which sprung up around American universities like the Massachusetts Institute of Technology and Stanford University. The British Government and most colleges would like to promote similar ventures in this country.

The report concludes that mechanisms for transferring technology from universities to industry - like research institutes, industrial liaison programmes and science parks - are less important than overall administrative attitudes.

Mr Bullock suggests that the critical factor in changing academics' views of commercial exploitation of research is the willingness of university authorities to permit staff to run consultancies or small companies "on the side".

In the United States, Bullock suggests, "the uneven distribution of academic enterprise appears to be due to the mix of policies adopted by university authorities towards innovation and technology transfer by individual academics rather than to a high quality and volume of research output".

After interviewing 145 people in American universities, banks, corporations and government departments, Mr Bullock found that the typical academic enterprise followed the "soft company" model - moving gradually from straightforward consultancy work to the development of a specific product. This route needed less money at first and was less risky than starting a production company at once.

Mr Bullock, who has been closely involved with Barclay's support for high technology companies in Cambridge, does not offer any specific recommendations for British universities from his American survey. But Lord Flowers, rector of Imperial College, London, writes in his foreword to the report that analysis of the American experience should make collaboration with industry easier for British colleges.

"It is encouraging to learn that success has depended less on institutional arrangements than on the freedom of individuals to pursue their interests both academically and commercially," he suggests.

Academic enterprise, industrial innovation and the development of high technology financing in the United States, by Matthew Bullock, £10 from Brand Brothers, 32 Southborough Road, London E9.

Business studies caught in crisis of identity

by Paul Hather

Business education in universities, polytechnics, and colleges is facing a crisis of identity, caught between a standard academic approach and new, more vocational pressures, according to a new discussion paper.

Dr Eugene McKenna, head of the business studies department at North East London Polytechnic, the author of the paper, calls for a serious review of teaching and learning strategies in the subject.

In recent years undergraduate business studies courses, which grew rapidly through the 1970s, have been much discussed, most notably by a Council for National Academic Awards working party and at a Department of Education and Science conference, both in 1981.

The Business Education Teachers Association has set up another working party to review the BA degree in business studies.

The first structured business studies courses in Britain were promoted in the 1940s by the London Chamber of Commerce and Industry, which has just sponsored and distributed the paper to all institutions offering the subject.

The growth in business studies, however, is linked to the development of polytechnics, emphasizing the applied role of education able to promote industrial efficiency. The chamber's educational scheme involves 400,000 entrants a year taking business course examinations in 40 countries.

Dr McKenna raises the following points:

● the dichotomy between business and management studies;

● the decline in industrial placements, undermining the sandwich course principle;

● the growth of professional bodies demanding more "vocationalism";

● industrialists' unconvicted that courses equip students with the right skills;

● the move to teach behavioural science in place of sociology.

The 1961 Clark Committee on guidelines which consisted of taking elements of economics, psychology, sociology, and mathematics, and applying them in a business context. But the creation in 1969 of the Business Education Council introduced vocational pressures, and course now are far more problem-oriented.

Dr McKenna said: "There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at."

Mr Ronald Cattell, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Undergraduate Business Education - A Report, by Eugene McKenna, price £1.50 including postage from the London Chamber of Commerce and Industry, Marklow House, Station Road, Sidcup, Kent DA15 7JJ.

There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at."

Mr Ronald Cattell, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Undergraduate Business Education - A Report, by Eugene McKenna, price £1.50 including postage from the London Chamber of Commerce and Industry, Marklow House, Station Road, Sidcup, Kent DA15 7JJ.

There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at."

Mr Ronald Cattell, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Undergraduate Business Education - A Report, by Eugene McKenna, price £1.50 including postage from the London Chamber of Commerce and Industry, Marklow House, Station Road, Sidcup, Kent DA15 7JJ.

There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at."

Mr Ronald Cattell, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Undergraduate Business Education - A Report, by Eugene McKenna, price £1.50 including postage from the London Chamber of Commerce and Industry, Marklow House, Station Road, Sidcup, Kent DA15 7JJ.

There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at."

Mr Ronald Cattell, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Minister favours flexible funding

by Olga Wojtas
Scottish Correspondent

Universities and colleges should be more adaptable and become less reliant on state financing, Mr Alex Fletcher, the Scottish education minister, told a conference last week. "The more institutions could get rid of central government funding, the more successful they would be," he said.

Speaking at a conference on access to Scottish higher education, sponsored jointly by Stirling University and The Times Educational Supplement, Mr Fletcher said there was a strong tendency to overplay present difficulties by talking about the collapse of the Robbins report. "It's not a crisis of Robbins, it's a crisis of change," he said.

"The universities of all sectors should be able to accept change. They are not ASLEF or Arthur Scargill, they are the cream of the population. If education is not innovative, it is nothing."

Mr Fletcher said the effect of the past 18 months had been to shift the balance in universities from social sciences to technological subjects, but Dr Alwyn Williams, principal of Glasgow University, said technology and science had not been singled out for preferential support during the 1981 cuts.

The universities came under attack at the conference for their failure to implement the Robbins principle that higher education should be available to those qualified and willing to enter it. Professor Duncan Timms of Stirling University said demand was only one of the factors considered by higher education institutions and bodies such as the Scottish Education Department and the University Grants Committee.

Institutions used a variety of entrance tests to restrict access, the most common being success in school examinations although this was widely believed to be a poor predictor of success in higher education.

"The whole curriculum and organization of secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education," he said.

Britain had a low number of both mature and part time students in comparison with most other Western countries. "And over emphasis on narrowly defined academic excellence has made much of higher education seem irrelevant to the desires of the majority of the population," said Professor Timms.

Mr John Pollock, secretary of the Education Institute of Scotland, added that the universities' dominance

was not just led to schools virtually rejecting 60 per cent of the population but to a high proportion of above average pupils pursuing courses which are not part of a sensible career progression.

The university sector had always denied access to most people even when it had resources, according to Mrs Vernon Smith, director of the Scottish Institute of Adult Education.

But Sir Kenneth Alexander, principal of Stirling University, blamed the University Grants Committee for

cutting intakes. Many thousands of people refused university places during the next few years would later find themselves sandwiched between younger as well as older men and women who had gained university places with poorer entrance qualifications simply through demographic accident, said Dr Williams.

Sir Kenneth Alexander said Heriot-Watt and Dundee universities had been fined by the UGC for exceeding intake targets.

"We should regard the fines as a badge of honour because they were doing what any university should do if faced by demand which it is possible to meet. They ought to have been thanked by a grateful government for taking some of the strain."

But Dr Peter Clarke, principal of Robert Gordon's Institute of Technology, said it was fortunate the Robbins report had not been and never would be implemented.

Children from lower income classes were "remarkably rare in tax supported education. By robbing the poor to give to the rich, Lord Robbins of Clare Market has effectively inverted the precept of Robin of Sherwood Forest," he said.

There should be a trend away from long and specialized courses towards short, broad based courses.

Mr Fletcher said the effect of the past 18 months had been to shift the balance in universities from social sciences to technological subjects, but Dr Alwyn Williams, principal of Glasgow University, said technology and science had not been singled out for preferential support during the 1981 cuts.

The universities came under attack at the conference for their failure to implement the Robbins principle that higher education should be available to those qualified and willing to enter it. Professor Duncan Timms of Stirling University said demand was only one of the factors considered by higher education institutions and bodies such as the Scottish Education Department and the University Grants Committee.

Institutions used a variety of entrance tests to restrict access, the most common being success in school examinations although this was widely believed to be a poor predictor of success in higher education.

"The whole curriculum and organization of secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education," he said.

Britain had a low number of both mature and part time students in comparison with most other Western countries. "And over emphasis on narrowly defined academic excellence has made much of higher education seem irrelevant to the desires of the majority of the population," said Professor Timms.

Mr John Pollock, secretary of the Education Institute of Scotland, added that the universities' dominance

was not just led to schools virtually rejecting 60 per cent of the population but to a high proportion of above average pupils pursuing courses which are not part of a sensible career progression.

The university sector had always denied access to most people even when it had resources, according to Mrs Vernon Smith, director of the Scottish Institute of Adult Education.

But Sir Kenneth Alexander, principal of Stirling University, blamed the University Grants Committee for



Mr Fletcher: 'It is a crisis of change'

cutting intakes. Many thousands of people refused university places during the next few years would later find themselves sandwiched between younger as well as older men and women who had gained university places with poorer entrance qualifications simply through demographic accident, said Dr Williams.

Sir Kenneth Alexander said Heriot-Watt and Dundee universities had been fined by the UGC for exceeding intake targets.

"We should regard the fines as a badge of honour because they were doing what any university should do if faced by demand which it is possible to meet. They ought to have been thanked by a grateful government for taking some of the strain."

But Dr Peter Clarke, principal of Robert Gordon's Institute of Technology, said it was fortunate the Robbins report had not been and never would be implemented.

Children from lower income classes were "remarkably rare in tax supported education. By robbing the poor to give to the rich, Lord Robbins of Clare Market has effectively inverted the precept of Robin of Sherwood Forest," he said.

There should be a trend away from long and specialized courses towards short, broad based courses.

Mr Fletcher said the effect of the past 18 months had been to shift the balance in universities from social sciences to technological subjects, but Dr Alwyn Williams, principal of Glasgow University, said technology and science had not been singled out for preferential support during the 1981 cuts.

The universities came under attack at the conference for their failure to implement the Robbins principle that higher education should be available to those qualified and willing to enter it. Professor Duncan Timms of Stirling University said demand was only one of the factors considered by higher education institutions and bodies such as the Scottish Education Department and the University Grants Committee.

Institutions used a variety of entrance tests to restrict access, the most common being success in school examinations although this was widely believed to be a poor predictor of success in higher education.

"The whole curriculum and organization of secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education," he said.

Britain had a low number of both mature and part time students in comparison with most other Western countries. "And over emphasis on narrowly defined academic excellence has made much of higher education seem irrelevant to the desires of the majority of the population," said Professor Timms.

Mr John Pollock, secretary of the Education Institute of Scotland, added that the universities' dominance

was not just led to schools virtually rejecting 60 per cent of the population but to a high proportion of above average pupils pursuing courses which are not part of a sensible career progression.

The university sector had always denied access to most people even when it had resources, according to Mrs Vernon Smith, director of the Scottish Institute of Adult Education.

But Sir Kenneth Alexander, principal of Stirling University, blamed the University Grants Committee for

cutting intakes. Many thousands of people refused university places during the next few years would later find themselves sandwiched between younger as well as older men and women who had gained university places with poorer entrance qualifications simply through demographic accident, said Dr Williams.

Sir Kenneth Alexander said Heriot-Watt and Dundee universities had been fined by the UGC for exceeding intake targets.

"We should regard the fines as a badge of honour because they were doing what any university should do if faced by demand which it is possible to meet. They ought to have been thanked by a grateful government for taking some of the strain."

But Dr Peter Clarke, principal of Robert Gordon's Institute of Technology, said it was fortunate the Robbins report had not been and never would be implemented.

Children from lower income classes were "remarkably rare in tax supported education. By robbing the poor to give to the rich, Lord Robbins of Clare Market has effectively inverted the precept of Robin of Sherwood Forest," he said.

There should be a trend away from long and specialized courses towards short, broad based courses.

Mr Fletcher said the effect of the past 18 months had been to shift the balance in universities from social sciences to technological subjects, but Dr Alwyn Williams, principal of Glasgow University, said technology and science had not been singled out for preferential support during the 1981 cuts.

The universities came under attack at the conference for their failure to implement the Robbins principle that higher education should be available to those qualified and willing to enter it. Professor Duncan Timms of Stirling University said demand was only one of the factors considered by higher education institutions and bodies such as the Scottish Education Department and the University Grants Committee.

Institutions used a variety of entrance tests to restrict access, the most common being success in school examinations although this was widely believed to be a poor predictor of success in higher education.

"The whole curriculum and organization of secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education," he said.

Pressure on mature applicants

by Karen Gold

Mature university applicants with A levels may be being squeezed out by pressure on places from 18-year-olds and entrants from the growing number of special matriculation schemes, according to the secretary of the Standing Conference on University Entrance.

SCUE is likely to begin an investigation into mature university students following its next meeting in May, according to Dr Arthur Hearnside. It will look at all aspects of mature entry, but particularly at rumours that applicants young enough to have taken A levels before leaving school are suffering unfairly from the cuts in undergraduate places.

Admissions officers' fears are based on the successful expansion in recent years of entry schemes such as the Open College of the North West.

While the numbers of university applicants from these sources have increased, the standards at A level needed by successful 18-year-old entrants have risen.

That combination might put candidates who took A levels in less stringent times at a disadvantage, having been under less pressure to achieve high grades.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by The THES found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

Graduate tests that can fail . . .

by Owen Stridge

Psychological tests, frequently used by employers when choosing graduates, came in for criticism at a conference in London last week. And it emerged that doubts about their effectiveness are not confined to employers: they are shared by some psychologists themselves.

Among them is Dr Janet Goodman of British Telecom, who admitted that there were still big question marks over them. She said: "It is claimed that psychological tests can measure everything from physical height and strength to intellectual ability but there remains the question of what techniques to use. There are many - and you would need to know how good and accurate psychologists' evaluations are."

For hiring graduates I prefer tests of mental ability, they are very good guides to success on the job. She said the tests were slaves, not infallible guides. "As people get older they tend to do less well and it is worrying that results from people from outside the indigenous group tend to be very different. Asians for example, score considerably lower than the natives in cognitive tests."

Since such results didn't necessarily relate to lower job scores, it was important not to use tests arbitrarily for "outsiders". She added a warning concerning the laws on racial and sexual discrimination: "Use of tests with anyone from a protected group is dangerous. They must be related solely to success on the job."

Mr Martin Day, British Telecom's personnel manager, told the conference, organized by Education for Industry Society, that few graduates complained about being subjected to psychological testing. "They are disliked by those with PhDs and other high degrees but most graduates enjoy the tests," he said.

He claimed screening tests were good predictors of job ability and much cheaper to administer than interviews. He had reservations about personality tests, though. "We dropped these because they are difficult to interpret. Used by people who do not understand the difficulties they can be very dangerous. It is also difficult to define what personality traits are needed for any particular job."

Some of the traits employers do look for were revealed by Miss Barbara Tyler, a clinical psychologist, in comments after a demonstration interview. She picked up seemingly light-hearted remarks by the interviewee as indications of "nerves" and something to be investigated.

She noted that although he claimed to be good with people, he still had difficulties with those who did not want to help with various projects he had been involved in.

His very relaxed style was seen as a possible warning of a too casual approach and his intensity of purpose in getting jobs done took too little account of the people he would have to work with.



The Prime Minister joins Professor Neville Butler, Bristol University's professor of child health, at a reception to promote the £3.3m appeal for an International Centre for Child Studies. Mr Michael Foot, Social Services, and Mr William Waldegrave, under secretary for higher education, were among the politicians present together with Miller.

Salford's image undimmed by cuts

Students have not been deterred from applying to Salford University despite the image created by the University Grants Committee in imposing large cuts than on any other university.

Professor John Ashworth, the vice chancellor, told court that applications for October 1983 entry were nearly 10 per cent up on last year's figures, although far fewer undergraduate programmes were on offer, and compared with a national increase of less than one per cent.

He said there was considerable apprehension in the university in September 1981 that students would be deterred from applying because the UGC had singled it out for the largest cuts.

Racism 'endemic' in present access system

A coherent higher education policy including training for "racism

Campus suspends 11 tenured staff in union dues row

from E. Patrick McQuaid

CAMBRIDGE, MASS. Eleven senior academic staff with tenure at the University of Massachusetts have been suspended without pay for a week for failing to pay union dues or a mandatory agency fee.

The suspensions, the longest on record for such violations, represent a compromise worked out between Mr David Knapp, the university president, and the union hierarchy at the campus in Amherst. According to the teaching staff contract Mr Knapp is required to dismiss anyone, regardless of their status, who did not make the payment.

Conscientious objectors — those opposed to teacher unionization — are allowed to pay a fee equivalent to dues into a special student scholarship fund. The 11 had done neither, and, according to Mr Knapp, did not inform him of their reasons. He said he was frustrated by the dilemma and had been forced "into one of the most distasteful positions of my entire career".

The affected lecturers contend, however, that they have each attempted to convey their objections directly to the president many times during the past year. Professor Vere Chappell, a member of the philosophy staff, said that fellow dissidents had written to Mr Knapp at least twice each to express their concern and explain their actions.

Like most of the suspended teachers, Professor Chappell has tenure — guaranteed job security and academic freedom — and joined the teaching staff before unionization efforts.

Several professors, including many of those suspended, were seeking other employment, he said. Some 30 staff from the Amherst and Boston campuses have filed a petition with the state government, protesting against the "closed shop" and agency fee provision in their contracts.

The university is a public, state-wide, free campus system. The local union is chapter of the Massachusetts Teachers Association, an affiliate of the larger National Education Association, and repre-

sents the teaching and library staff at Amherst and Boston.

Mr Knapp and Mr Bruce Laurie, the Amherst campus president, each commented, independent of one another, that the suspensions were in keeping with "the traditions of the academy". Mr Knapp had reportedly told the union that he was resolved not to fire a professor with tenure.

The American Association of University Professors, has condoned the Massachusetts action. The AAUP's director of collective bargaining, Mr Gerrie Bloosoe, said that the organization favoured alternative measures to dismissal in such cases. The Oakland University in California, and the East Michigan University have punished teachers who failed to make the payments with one and two-day suspensions.

Most of those suspended at Massachusetts say Mr Knapp had no alternative. Had the union demanded that the case be sent to arbitration the university would have been bound to accede and the president would have been ordered to sack the professors. An appeal from the administration for the professors would have failed, according to a member of Mr Knapp's staff.

"A university president is not free to talk to individual professors as he once was," observed Professor Chappell. "This case makes it explicit: teachers' unions aren't consistent with academic policies. This is a breach of tenure."

Professor Chappell said most of his colleagues would not accept the suspensions but would rather pay the union fee or petition the Massachusetts Labour Relations Commission. The latter, he admits will only defer the inevitable, and the professors will eventually be forced to pay. However, the closed shop provision is on the agenda for future contract talks.

The suspended staff come from a variety of disciplines including zoology, physics, astronomy, landscape architecture and biochemistry. They have not acted as a group, and, according to Professor Chappell, are unlikely to seek court action on their case collectively or independently.

Shaky truce extended

by E. Patrick McQuaid

Quebec's 80,000 teachers have agreed with some scepticism to suspend strike action after the provincial government said it would allow a special council of observers to sit in on negotiating sessions.

An illegal three-week strike was temporarily suspended and scheduled to resume on March 14 if renewed contract talks proved fruitless. Union leaders have extended the truce but some give it a life expectancy of only two more weeks.

Meanwhile a Superior Court action has been filed challenging legislation passed last year that permitted the province to suspend sections of the Canadian constitution's charter of human rights. Teachers, including 15,000 community college instructors, say their civil rights were violated by harsh back-to-work legislation adopted in February which

threatened them with loss of seniority, hefty fines, and job terminations. The teachers have been protesting against changes in their workloads and conditions. The Quebec Education Minister, Mr Camille Laurin, is attempting school reorganization plan that would partially take effect during the three-year contract now under negotiation.

Even during the truce declared during the last week of February, sentiments have been extremely bitter among rivaling factions. Several Cabinet ministers were assaulted, including Mr Laurin, during a weekend Parti Quebecois meeting on March 5.

Mr Laurin's critics were also angry when during the truce he distributed 400,000 copies of a newsletter to parents and the general public contending that teachers' workloads would increase by only 12 minutes a day.

Hostages seized in college's campaign for university status

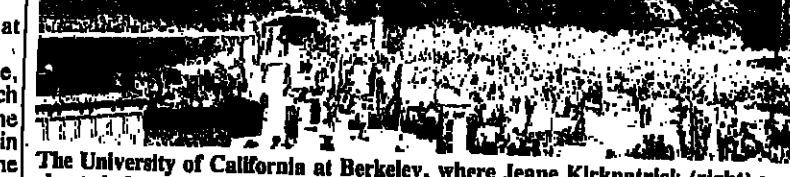
Striking agricultural students and teachers in Ciudad Juarez — a Mexican border community next to El Paso, Texas — held 70 government employees hostage overnight and hijacked buses and blocked two bridges spanning the Rio Grande to protest against the Government's failure to act on their bid to reorganize as a university.

About 1,200 students and teachers from the Hermosillo Escobar Agricultural College took over a government office building in central

Ciudad Juarez and held it for two days until meeting with federal negotiators from Mexico City, who promised to take their message to higher authorities.

But the protestors say they are planning further disruptions because Mexico City turned its back on the situation once the building and hostages were released.

The conflict has been going on for more than a year. Last spring students took over a laboratory in near-



The University of California at Berkeley, where Jeane Kirkpatrick (right) was shouted down by protesting students.

Human rights protests silence UN delegate

Ambassador Jeane Kirkpatrick, the US delegate to the United Nations, has decided not to deliver a commencement lecture at Smith College this spring after learning about student and staff protests over her invitation.

Her decision came in the wake of a series of humiliating experiences on college campuses elsewhere and a warning from the Smith president, Mrs Jill Conway, that the graduation ceremonies would be held outside as the college could not guarantee adequate security.

Trustees for women's college voted to grant Ambassador Kirkpatrick an honorary degree in absentia, much to the chagrin of professors who signed petitions and students who waved placards opposing the decision.

In mid-February the ambassador delivered the first of the annual Jefferson lectures at the University of California at Berkeley. About half an hour into her address she was shouted down by about two dozen students protesting against her human rights policies in Latin America.

She was escorted off the stage and harassed further during a question and answer session. After being informed of the likelihood of continued disruptions the next day she

cancelled the second lecture.

A proposed apology from students was voted down by the student government a week later.

On March 2 Mrs Kirkpatrick spoke at the University of Minnesota but was interrupted again. Nazi flags were hung from a balcony to insult her.

At Smith College, in rural western Massachusetts, members of the teaching staff said the ambassador's right to speak on the campus was never in question. "We were and remain troubled by honoring with a degree granted in our names, a public figure whose position on human rights is utterly repugnant to us," a prepared statement read.

Last year the class of 1983 was asked to elect a commencement speaker. Only half the class participated in the survey which nominated as its first choice Mrs Sandra O'Connor, the first woman to sit on the US supreme court. Justice O'Connor declined and their second choice, Ambassador Kirkpatrick, accepted.

Students active in opposing American intervention in El Salvador mounted a series of demonstrations. Mrs Conway has extended the invitation to speak at Smith to some unspecified future date. Mrs Kirkpatrick has not publicly commented.

Reagan philosophy applied to humanities grants

from Cathy Pasculli

WASHINGTON. The National Endowment for the Humanities (NEH) has awarded over \$24.7m in annual "challenge grants" to 84 educational institutions for the fiscal year 1983.

Last year no such grants were awarded because the federal Government did not give the agency a budget until January. Mr William Bennett, the NEH chairman, explained: "Because of the uncertainties of not knowing, we couldn't plan ahead."

The NEH, an independent federal agency, awards the challenge grants to "bring solidity and coherence" to existing humanities programmes within the institutions, according to Mr Bennett.

Agencies include humanities courses, faculty and library collections within universities, museums and historical societies among other similar institutions.

"We're giving larger grants for a smaller number of institutions," he said. In previous years, approximately half the applicants were awarded

grants. Just over 100 out of 212 applicants received grants in 1980, 12 out of 285 in 1981, while only 84 out of the 249 institutions that applied received grants for 1983.

"We've made efforts to make the process more competitive," Mr Bennett said. The NEH now awards grants only where "compelling cases" are made, he added.

Mr Bennett characterized the challenge grants as exemplifying the philosophy of the Reagan administration. Under the terms of the grants, recipients are required to raise three times the amount of money received from the NEH by appealing to the private sector.

The programme "embodies the notion that the strength of the institution depends on the private sector and not on the federal government," he stated.

Mr Bennett stated that individuals within the private sector gave the largest support to the challenge grant programme, and cited the Andrew Mellon Foundation as the largest donor among foundations.

Students want the private, financially-tight college to be given greater government subsidies to improve instructional facilities and reduce student expenses.

Last March, the Mexican secretary of agriculture promised to deliver \$4.9m in cash and farm equipment but it never came through. In May, with automatic weapons high, the college about \$500,000 later, the guard the insects after students left.

The Minnesota Civil Liberties Union, a party to the suit, has asked Mr Alsop to set a date to determine if the injunction can be made permanent. The present ruling does not prevent the education department from "promulgating and adopting" alternate measures advocated by some members of Congress and several student interest groups nationwide.



Draft law runs into trouble in court

A federal court in St Paul, Minnesota has temporarily blocked the Government's efforts to enforce a new law that would deny federal subsidies to male students who have failed to register for the military draft.

Judge Donald Alsop issued a preliminary injunction until the legality of the issue could be settled. He explained that the law might violate constitutionally-guaranteed liberties and the students faced "irreparable harm". This order is binding in the state of Minnesota but its authority throughout the rest of the nation is under question.

It is generally believed, however, that the Government will not attempt to enforce the controversial regulation without appealing against the decision. Judge Alsop's opinion is still under review by justice department attorneys and there is no word as yet on what action the Government will take.

The court order is a result of a law-suit filed by six anonymous students — identified only as John Doe, Richard Roe, Paul Poe, Bradley Bice, Carl Coe, and Frank Foe — challenging the law signed by President Reagan last September.

The legislation requires male students applying for financial aid to prove they have registered with the selective service. Several American colleges and universities have promised to subsidize affected students with their own funds should the Government begin enforcement after June 30.

The justice department had argued that the injunction should be denied because no students were yet affected. But Judge Alsop agreed with the plaintiffs that in order to apply for financial aid they must now waive their right against self-incrimination.

The individual university councils have always been the employing authority but salary scales were determined by the University Grants Committee. The universities accepted the designation of the UGC chairman as the employing authority and now the chairman has been similarly designated for the administrative and clerical staff. The Order in Council posed immediate problems: Clerical and typing staff up to a fixed salary level are

Overseas news



British students collected 20,000 signatures on blackboards as part of a nationwide campaign supporting the right of Jews in the Soviet Union to learn and to practise their religion and culture. Each blackboard was headed "They will never learn" and condemned the Soviet Union's repression of Jews. The students attempted to present the blackboards to the Russian ambassador, but they were refused.

Freedom of student press is threatened

from Craig Charney

JOHANNESBURG.

Controversies have erupted over threats to the freedom of the student press at two South African universities.

Right-wing students at the Afrikaans-medium Stellenbosch University are trying to oust the Liberal editor of the student paper there, while at the English-language Rhodes University, the senate has clamped a censor board on student journalists.

The moves have attracted attention off the campuses, because of the political role the student press plays in South Africa. The papers involved have been focal points for political dissent, publishing news and views underplayed by commercial Afrikaans and English-language newspapers.

At Stellenbosch, conservative students have raised a number of complaints against Mr Jacques Joubert, editor of the student weekly *Die Matie*. These included an allegation of "blasphemy" because he published a photo alongside a verse from the Bible, of "bias" because his paper criticized the often-brutal resistance initiation ceremonies, and of "excessive political coverage".

Their real grievance appears to be the paper's outspoken liberalism. In the past year, it has reported on the influence of the *Ruitersweg* (youth wing of the secret Afrikaner Broederbond society), the death in detention of trade unionist Dr Neil Aggett, and the trade union campaign to boycott Wilson-Rowntree sweets.

Administrators serve the state

from Lindsay Wright

WELLINGTON.

New Zealand university administrative and clerical staff have been officially designated as state servants by Order in Council in a move which over-rides objections from several universities and has implications for the country's academic staff as well.

University library staffs led the way two years ago by seeking such a status in a move which forced a decision as to who should serve at a national level to represent the employers in pay negotiations.

The individual university councils have always been the employing authority but salary scales were determined by the University Grants Committee. The universities accepted the designation of the UGC chairman as the employing authority and now the chairman has been similarly designated for the administrative and clerical staff. The Order in Council posed immediate problems: Clerical and typing staff up to a fixed salary level are

Mr Joubert's fate is to be decided by a student mass meeting. Already, one student says, the conservatives are "whipping up support in the hostels by bandying emotional words like 'communists' and 'liberals'".

Their campaign bears the hallmarks of a *Ruitersweg* campaign of the sort which ousted Liberal student council president Mr Hilgard Bell three years ago.

At Rhodes, a three-man censor panel was established by the university senate in December for compulsory vetting of articles before they are published in the student newspaper, *Rhodes*.

It cannot bar publication, but vice-chancellor Dr Derek Henderson said cases where his recommendations were ignored would be "noted". The publication's editors termed this "a veiled threat".

The establishment of the board followed an incident in which the paper allegedly defamed a hall warden, for which it apologized. However, it comes after a period of frosty relations between the paper and the university administration.

The board was officially empowered to pass judgment on articles which could contravene South Africa's strict press laws or which could "embarrass" the university.

It objected to five articles in the year's first issue of *Rhodes*, though all were subsequently run. They included an editorial critical of the vice-chancellor, an article which noted that the members of the censor panel had no journalistic experience, and report on an incident in which students dropped a mattress on a residence warden as a "joke".

Jewish refusniks call for help from abroad

Soviet Jewish scientists and scholars, excluded from normal academic life after applying to emigrate to Israel, have called upon colleagues abroad for help.

Last week, the special scientists' colloquium at the world congress on Soviet Jewry in Jerusalem heard a message from the Moscow group of Soviet *refusnik* scholars, which outlined a ten point plan of ways in which the world academic community could help.

Datelines Purim 1983 (the Jewish festival commemorating the downfall of Haman, a persecutor of the Jews during the Persian empire) the plan stresses that such help should be given on the basis of scholar-to-teacher. The plan stressed that the *refusniks* are asking for neither charity nor prestige.

Proposed measures include: the sending of scientific journals and offprints to enable them to keep up with the latest developments in their field. (This is vital since they are debarrred from academic libraries. If necessary, such materials can be sent through third parties, to circumvent official interception of their mail).

Help in getting their scientific papers published when they can send them to the West through unofficial channels.

Visits by Western scholars who go to the Soviet Union within the official framework of official scientific conferences and exchanges, to the unofficial seminars which the *refusniks* organize to try to fill the scientific vacuum in which they are forced to live.

In recent years these seminars have been subjected to increasing police harassment. In 1980, during the opening days of the Madrid "Helsinki review" conference Viktor Brailovsky, the organizer of the old and most prestigious of the semi-

nars, was arrested and has been exiled to Siberia. Since then, meetings of the seminars have been regularly prevented by police cordons around the planned meeting place, and by threats of violence. During the last few months, however, it has been found that when a visiting Western colleague plans to take part, the meeting is allowed to proceed.

Invitations to *refusniks* to participate in scientific conferences abroad are felt to be extremely important. Although it is virtually certain that no visa will be granted, they feel that this is a useful method of reminding the authorities of their existence.

The *refusniks* also asked scientists both as individuals and through international scientific organizations to keep up pressure on their behalf. During the last few years the position of Jewish scientists in the Soviet Union has been deteriorating, even if they have shown no desire to emigrate.

According to Dr Grigory Freiman, one of the last mathematicians to be allowed to leave the Soviet Union, it is now so difficult for Jewish school-leavers to gain university entrance in mathematics, that within the next 15 to 20 years, there will be virtually no Jewish mathematicians in Soviet universities and institutes.

In one respect, however, a slight improvement has been noted in the last few months. Two years ago, the Soviet "higher attestation commission", responsible for higher degrees, deprived several Jewish scholars of their PhDs, on the grounds that as "unpatriotic" persons they did not deserve this honour. A message from the Moscow *refusniks* indicated that the Soviet authorities have now abandoned this practice as a "tactical error", owing to the negative publicity it received among the world's academic community.

Sacked academics pass 30 mark

from Bernard Kennedy

ANKARA.

The number of professors and lecturers sacked under martial law in Turkey over the last couple of months has risen to more than 30. The latest dismissals came at Ankara University's political science faculty and at the Middle East Technical University just outside the capital. It was the first time METU had been affected by the purge, and the sacking of Professor Yakup Kepenek led immediately to seven resignations from the economic and administrative sciences faculty.

No justification has been given for the dismissals, nor has any of them led to further action by the authorities. However, it is clear that most of the dismissed, who also lose their pension rights and the right ever to work for any kind of public body again, are suffering for political views they are presumed to hold. Most of the sackings involved social scientists, although mathematicians and doctors have not been entirely spared.

General Zia expressed his lack of confidence in Pakistani universities and said although their number rose from two at the time of independence 35 years ago, to 19, they had failed to make any substantial contribution in the field of research and development. He said that the research on Islam conducted by a faculty of the McGill University of Canada surpassed the total work of all the Pakistani universities.

Prince Karim Aga Khan underscored the importance of the location of the medical university in Pakistan saying it would be "a Muslim university situated near the geographical centre of the Muslim nation, a world community of the faithful, which stretches as far east as Indonesia and as far west as Morocco". Academic freedom, he further said, was in the truest spirit of Islam and without it, excellence could not be achieved.

A group of women students at a Pakistani university faces disciplinary charges for violent behaviour. Six women of the Punjab University have been charged with unveiling a Purdah-observing female student in public and bending her up.

The alleged incident took place on March 1 at the Lahore city campus of the Punjab University.

Malaysians look East

by Ross Davies

Malaysia, upset by increases in British college fees, is meeting with encouragement from Japan in a "Look East" policy it is actively promoting among its students.

The Japanese have just agreed to provide the Malaysians with a grant of \$1.2m to build a Japanese language school on the campus of the University of Malaya at Kuala Lumpur.

Designed to teach students who wish to complete their studies in Japan (where 180 Malaysians are now enrolled) the school will have an up-to-date language laboratory.

The Japanese are likely to provide additional funds to finance a two-year language course at the school.

Private boost for medicine

from Hasan Akhtar

ISLAMABAD.

Prince Karim Aga Khan has established at Karachi in Pakistan its first private sector university which will — at first — concentrate on medicine and nursing.

General Zia-ul-Haq, Pakistan's president and the chief martial law administrator, presenting the university charter to the Aga Khan at an impressive ceremony on March 16, hoped that the Aga Khan University would encourage similar private investment by Pakistanis in higher education. Until now education has been organized entirely by the government in Pakistan which now finds it difficult to support and has been planning to partly transfer to the private sector.

General Zia expressed his lack of confidence in Pakistani universities and said although their number rose from two at the time of independence 35 years ago, to 19, they had failed to make any substantial contribution in the field of research and development. He said that the research on Islam conducted by a faculty of the McGill University of Canada surpassed the total work of all the Pakistani universities.

Prince Karim Aga Khan underscored the importance of the location of the medical university in Pakistan saying it would be "a Muslim university situated near the geographical centre of the Muslim nation, a world community of the faithful, which stretches as far east as Indonesia and as far west as Morocco". Academic freedom, he further said, was in the truest spirit of Islam and without it, excellence could not be achieved.

A group of women students at a Pakistani university faces disciplinary charges for violent behaviour. Six women of the Punjab University have been charged with unveiling a Purdah-observing female student in public and bending her up.

The alleged incident took place on March 1 at the Lahore city campus of the Punjab University.

Motivating the mandarins

Felicity Jones talks to Michael Lewis about life in administration

The view that the quality of our higher education institutions relies as much upon the calibre of the mandarins as upon the mentors is one in which Dr Michael Lewis firmly believes and which will no doubt colour his period as secretary to the Committee of Directors of Polytechnics.

In these difficult times of self-examination in the maintained sector, the need for skilful and even enlightened administrators has become apparent. Often, though by no means always, where a polytechnic or college has found itself in real difficulties, say over responding to the National Advisory Body's planning exercise, the fault can be laid at a weak management structure. Dr Lewis, in his diplomatic and good-humoured way, would argue that one of the ways to improve this state of affairs is to attract more able administrators by means of a better career structure.

"There is a need for professional administrators which is not always recognized in our polytechnics," he said. It was a source of surprise to him when he first worked in the sector as assistant registrar at the Polytechnic of the South Bank, how great was the divide between the academic and the administrative in the polytechnics compared to the universities.

The fact that the administrators in polytechnics are paid on local government officer rates is, he thinks, at the root of the rift between those on the academic front who are paid on the Burmah scale. And apart from the real differences which he accepts between the university and polytechnic sector, he nevertheless sees it as a source of friction that this disparity should exist.

"If you want good administrators with a proper grasp of the academic issues, then you have to make the job more attractive and you cannot improve upon the present position without providing a good career structure, which is the duty of any

employer. Teaching staff in a polytechnic can expect these rewards but not non-teaching staff," Dr Lewis said.

It might not be too unfair to say that his own career is in some ways a reflection of that lack of career structure. After gaining his degree in geology at Balliol, he spent several years on the fringes, trying different jobs out and indulging his passion for travelling the world. He worked for a year in the mining branch of United Steel, one of the largest steel companies at that time, before deciding that his heart was really in middle Jurassic ironstones which led him to accept a research studentship under the late Professor Taylor at Kings College, University of London, which enabled him to study coral, the raw material of that particular geological stratum.

Happily that involved him working out in the Seychelles. On his return he worked for three years as an assistant lecturer in geology at Glasgow University. But he wanted to see more of the world, so he joined the British Council as a general liaison officer which took him to Calcutta doing science liaison work with research organizations and schools. But with the emphasis on the "general" as well, he was involved in the cultural and social aspects of the council's work, such as handling the cultural visit of a London ballet company.

It was when Michael Lewis was posted to the Benelux countries in 1973 that he first came across the burgeoning polytechnics. "There was tremendous interest in Europe at that time in their development and similarly as a country we wanted to know more about technical education on the continent. So there was a lot of parallel creative work going on."

The period with the British Council left him with the belief that it was important to maintain those informal links between Britain and overseas countries. "The council does a lot of worthwhile work, fostering goodwill

abroad and all the things which the public pays lip service to. It promotes a tremendous amount of good which it is very hard to measure."

The contact made while he was in Amsterdam led naturally to the South Bank, where he had run a training course and had had some contact with engineers who went out. The time at the polytechnic was marked by the amalgamation with Battersea and Rachel McMillan colleges which involved him in the revision of the memorandum and articles of association. "A general administrator, which I was, meant applying oneself to different problems in different environments. Though, of course, the amalgamation had traumatic consequences in human terms."

The unusual position of technically being employed by the polytechnic but having a salary determined by the Inner London Education Authority, as a company limited by guarantee, struck him and helped to form his strong views on administrators' career structures. Certainly the post as assistant registrar for research which he took next at the Council for National Academic Awards was attractive because it was more highly paid. The work involved the validation of research degrees and some institutional reviews; these functions are separate now.

He believes that the council needs to relax its stranglehold on the polytechnics. "For the very best of reasons, it tended to concentrate too much on the regulatory aspects of research degree work, to the extent of giving pretty firm guidance on the structure of the committee which it approves to register research in institutions on its behalf rather than on the whole ethos of research and the general environment and facilities."

"I still think there is a need for a regulatory role. The CNA has to ensure that institutions themselves can responsibly. But the council, in determining its future role, needs to ask certain questions about at what

Michael Lewis
... You cannot improve upon the present position without providing a good career structure."

stage it is appropriate to say that an institution has done a good job well and therefore as an expression of confidence, the council gradually relaxes control and defines a new role for it."

He became registrar at Oxford Polytechnic in 1980 under what he describes as the charismatic directorship of Brian Lloyd, now chairman of the Health Education Council. "These have been very difficult times for the polytechnic. Since 1978 it has held student numbers down and more or less held to the target within local authority allowances."

"And then there was the big deficit in the canteen's operations to solve. A canteen must be provided not just because people have to eat but because it is part of the corporate life of an institution and the staff have a right to have somewhere to go." He recalled the many meetings with the National Union of Public Employees because catering staff jobs were threatened and industrial relations became "very sensitive".

It took two years, made worse by the local authorities' refusal to carry the deficit, to restore the service to a sound footing. The appointment of a capable catering officer was, in his eyes, a crucial step on the road to recovery.

On the whole, he leaves Oxford with the belief that it is a successful

institution. "It has been criticized for being short on the research side but that it because it pioneered and developed its modular courses. There are critics but in terms of innovations it has taken some major initiatives. His one positive regret was not being able to improve on the lack of amenities for the students."

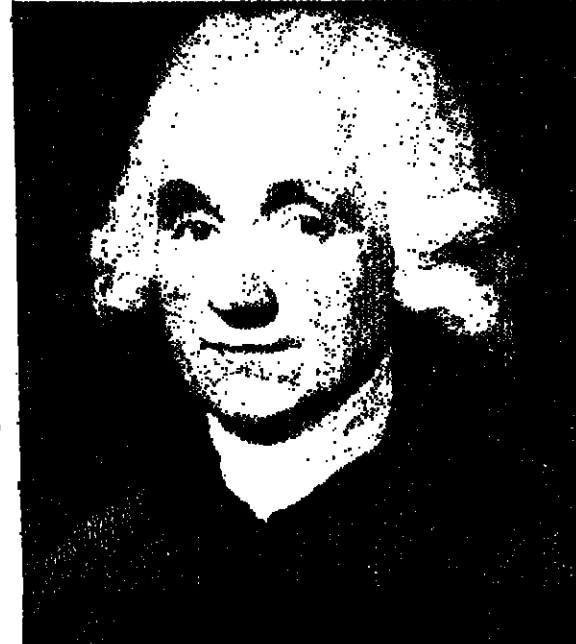
Away from his desk, listening to music, in particular pre-classical and renaissance, is one way in which he likes to relax. He has retained his fellowship with the Geological Society but admits that he is no longer as active as he was within it. One other hobby which will mark a change of style between him and Mr Peter Flowerday, the previous CDP secretary, is his passion for driving his MG sports car. Mr Flowerday is an inveterate cyclist.

About the issues that await him is his new post - the future funding and role of the committee and its relation with the National Advisory Body - he was duly reticent. Undoubtedly, the student occupation of the Polytechnic of Central London, where the CDP has its offices, made it a more lively first few weeks he might have wished, moving from one room to another in search of a desk and telephone. But he is not the sort of person to be thrown too much off his stride by that.



The honest heretic

On the 250th anniversary of Joseph Priestley's birth, Jennifer Tann reassesses the life and achievements of this multi-talented man



Joseph Priestley: 1733-1804.

in which he displayed his broad syllabus blending religious, intellectual and utilitarian stands to produce an integrated study including Latin, English, French, mathematics, physics, chemistry, history and geography. It was for his contribution to the field of education that Edinburgh University conferred on him the degree of LLD in 1764.

While at Warrington, Priestley made the acquaintance of the Liverpool merchant Thomas Bentley, his partner and friend Josiah Wedgwood, Benjamin Franklin, Sir William Watson, John Canton and Richard Price. Franklin encouraged Priestley in his work for a *History of Electricity* (1766) which was intended to be part of a larger general work on the history of experimental philosophy. He was drawn into "a large field of original experiments" and on the strength of this was elected FRG on the proposal of Franklin, Canton and Price. Five editions of the work on

simply as possible, the delight in discovery being apparent. By this means Priestley could "contribute more to make other persons philosophers which is a thing of much more consequence to the public". Scientists and educationists were at one. Priestley began to work on gases in Leeds through the opportunity provided by living next to a brewery and the ready availability of quantities of fixed air (carbon dioxide).

"When I began these experiments I knew very little of chemistry and had in a manner no idea on the subject before I attended a course of chemical lectures in the Academy at Warrington... I had I thought that upon the whole this circumstance was no disadvantage to me; as in this situation I was led to devise an apparatus and processes of my own adapted to my peculiar views."

But despite Priestley's avowal on the priority of the Christian ministry

While no open argument arose between Priestley and Lord Shelburne, a move appeared prudent and in 1780 Priestley and his family moved to Birmingham, to a house belonging to the Quaker banker Sampson Lloyd. This was the first of Priestley's residences to have a purpose-built laboratory.

One of the extraordinary features of Joseph Priestley's life is that while he only rarely appeared to have been able to support himself and his family, his friends and kin consistently and over a long period supplied him with money and the other essentials of a cultivated life. His contract with Lord Shelburne provided £250 per annum, a house to live in and a certainty for life in case of his death or separation from him, besides £40 pa for expenses incurred in his philosophical inquiries. On his removal to Birmingham, Priestley received allowances from Mr Taylor of Shrewsbury, Mrs Rayner and Dr



ABOVE: Fair Hill, Priestley's Birmingham home with its purpose-built laboratory. It was owned by the Quaker banker Sampson Lloyd and burned by rioters in 1791. RIGHT: A contemporary view of the "fellow of reasonable mind".

electricity appeared during Priestley's lifetime.

After six years at Warrington Priestley went to Leeds as minister at Mill Hill Chapel. His priorities were made clear at this stage in his career, for with his major scientific work still in the future he claimed: "I can truly say that I have always considered the office of a Christian minister as the most honourable of any upon earth."

It was while at Leeds that he crystallized his Unitarian views but he also published a companion volume to his history of electricity: *History and Present State of Discoveries relating to Vision, Light and Colours*. It was probably this work which prompted Banks to invite Priestley to join James Cook's second voyage to the South Seas as astronomer. The invitation was withdrawn, however, on account of his religious views.

Ignorance of a field of scientific knowledge did not deter Priestley from embarking on experimental work. Watt had some disparaging comments to make on his scientific methods, referring in a letter to Joseph Black to an experiment conducted by Priestley, "in his usual way of groping about". Yet Priestley never attempted to disguise his ignorance and his scientific papers were deliberately written up as clearly and

he abandoned it, temporarily, under the financial pressures imposed by a growing family, accepting the post of personal librarian offered by Lord Shelburne. With greater opportunities for scientific work, Priestley resumed his work on gases within the paradigm of the phlogiston theory. In August 1774 Priestley obtained an air apparently free of phlogiston in which a candle burned with splendour. He had independently discovered oxygen which, in the following year, he named dephlogisticated air. Possible practical applications suggested themselves: he felt "light and easy" on breathing the gas, wondered "whether it would be necessary to a fashionable article in medicine, by observing its potential in medicine, theological and the publication, in 1777, of two books offended many for his assertion that the notion of the soul as an entity distinct from the mind was illogical. It was probably these works which led to a coolness between Priestley and his patrons. They also prompted the production of at least one anticipatory epitaph.

"Here lies at rest In a broken chest Together packed most nicely The bones and brains Of a man who was a Unitarian and a Quaker, and a Friend of Dr Priestley."

But he was not silent on matters of religious belief. In his usual way of groping about, he attempted to disguise his ignorance and his scientific papers were deliberately written up as clearly and

Fothergill besides a group of 14 Midlands benefactors, who included Josiah Wedgwood, William Strutt and Samuel Galton. He was assisted with large sums at various times by his brother-in-law, John Wilkinson, and with materials for his experiments by Mr Parker of Fleet Street, London, and Josiah Wedgwood who supplied vessels and tubes of glass and pottery respectively. William Russell, probably his closest friend in Birmingham, always made a horse available to the Priestleys.

Priestley was a member of that most celebrated of provincial philosophical societies, the Lunar Society (R. B. Schofield, *The Lunar Society of Birmingham*) dedicating his *Experiments on the Generation of Air from Water* (1793) to his fellow members. With fellow "lunatics", William Withering, Erasmus Darwin, James Watt and others, he could discuss matters scientific and philosophical appreciating that while members sympathized with many of his radical ideas, they did not share his religious views. His removal to Birmingham was, wrote Priestley, "the happiest event of my life, being highly favourable in every object, I had in view philosophical or theological" (*Autobiography of Joseph Priestley*, reprinted 1970). Of all the Lunar Society members, Priestley had the

greatest opportunities to pursue scientific interests. "It would," wrote Wedgwood, "be a pity that Dr Priestley should have any cares or cramps to interrupt him in the fine vein of experiments he is in the midst of." Indeed, when he was invited to become minister of the New Meeting in Birmingham, it was made clear that his duties extended solely to officiating on Sundays. Yet, despite the opportunities for scientific research in Birmingham, Priestley did not make further major discoveries.

He became embroiled in public political and theological debate, his friends urging him to confine his attention to science to no avail. The question of dissenters' attempts to obtain the repeal of the Corporation and Test Acts was taken to the pulpit by both the Anglican and Unitarian clergy in Birmingham between 1785 and 1787. Dissenters were accused of being seditious, clamorous and violent while Priestley accused the rector of St Philips of lacking meekness and gentleness and of chasing shadows. He continued fatefully:

"Now my good friends and neighbours, I am not actually a madman... all the gunpowder that manure is contained in such pamphlets as this that you are now reading."

Priestley admitted that he courted, indeed, provoked, opposition "because I am sensible it is the only method of discovering truth". Again he used a gunpowder metaphor likening the demolition of error and superstition to laying gunpowder under a building. Shortly before the third application for the repeal of the Test Act in February 1790, Priestley was depicted in a political cartoon leaning over the side of a pulpit with flames coming from his mouth, expanding into columns termed Atheism, Deism, Socinianism and Arianism.

A widespread view that Priestley was misguided in his religious views developed into fear with the rumour of his allegiance to the idea of the French Revolution. In view of the heat already generated in the pamphlet war, Priestley's membership of the Constitutional Society founded in Birmingham in 1791, was indiscreet to say the least, if not stubbornly shortsighted. Only at the last minute was he dissuaded from attending a dinner on the second anniversary of the storming of the Bastille. This did not prevent a crowd of rioters gathering and breaking the inn windows, burning the two chapels known as New Meeting and Old Meeting and on the following day Priestley's house, Fair Hill. The "Priestley Riots" lasted five days during which the houses of a number of other radicals were burned. Priestley and his wife escaped to London but the pamphlet war continued. Antagonists claimed that everything in Birmingham had "moved in perfect harmony and order... till you, like a noxious planet, approached towards us". Priestley mildly rebuked the rioters, "can you think of such conduct as yours any recommendation of your religious principles in preference to ours?"

Of the fact Priestley was emotionally hurt by the riots there can be little doubt. He expressed his lack of attachment to a country "in which I have neither found protection nor redress" yet what distressed perhaps more was the destruction of "the most truly valuable and useful apparatus of philosophical instruments that perhaps any individual in this or any country was even possessed of, you have destroyed manuscripts which have been the result of the laborious study of many years."

The underlying causes of the Priestley riots have interested historians for years while the work of G. P. Thompson, G. Rude and other on eighteenth century crowds has thrown new light on the rationality of mob behaviour. Rioters directed their destruction against the more liberal dissenters, not the Calvinists. Priestley suggested that the property of dissenters was a source of envy which added to religious bigotry, served to influence the crowd. The riots cracked the riots in terms of national loyalty and the "abhorrence in which the principles of a republican system of government are held by the public at large". The cause of justice was certainly obstructed both locally and nationally as R. B. Rose has

continued on page 10

Mountainous task for Malvern Hills

John O'Leary continues a series on alternative funding with a visit to a college where a gamble seems to be paying off

an adult education college with art attached became the order of the day. By the mid-1970s, the art school had disappeared and five years ago the adult education college, too, began to be questioned.

The county decided that either the college would have to close, or it should merge with Worcester or Kidderminster technical colleges. Student numbers were insufficient to warrant a separate institution in Malvern and the financial position of the college was a cause for concern. By last year the choice had narrowed to an amalgamation with Worcester (effectively becoming an annex) or closure.

But a groundswell of local enthusiasm, led by the students and staff, saved the college from likely extinction. A "save adult education" committee petitioned councillors and began to raise money, setting targets for each year, until almost £8,000 was available to put towards the college's future. An idealistic group of about a dozen local people who had formed the Wyvern Trust in order to make a contribution towards fighting unemployment then took up the cause and put in a bid for the college.

Councillors were persuaded not only to hand over all fixtures and fittings to the trust and to give the buildings rent free, but also to sanction a £41,000 grant for the two years remaining in the council's financial year. There were strings, such as the maintenance of certain courses with a priority for non-vocational work, student numbers targets and a balance between day and evening courses, but the money was a lifeline for the institution. The grant of £70,000 has been agreed for the coming year.

Having secured the future of the college premises, the trust had a stroke of luck in the search for a principal prepared to embark on a precarious project almost single-handed and

devote enough skill and energy to make it a success.

They found Mr Alan Gorton, the former deputy director of education for Cheshire, who had opted out of bureaucracy and bought a farm not far from Malvern. He says he could not resist the challenge, having responded to a local newspaper advertisement, and after preliminary negotiations conducted over the telephone, he accepted the job at a fraction of his former salary.

Since then, Mr Gorton has been the only full-time employee with the exception of a secretary, two caretakers and a technician. The seven former full-time lecturers either took leave, retired or were redeployed and the college now runs on a staff of about 100 part-timers who work for 26 an hour. The trust has promised to pay Burmah rates as soon as it is possible.

Because of the late agreement to continue the academic year with a skeleton programme of courses based on the old curriculum. But by Christmas, the college had expanded its programme to the point where 1,750 students were enrolled, and it is expected that 2,000 will be topped before Easter - double the number 200 students for the local authority. Almost 200 courses per week have been mounted, adding problem-making short courses to the traditional pattern.

True to the principles of the Wyvern Trust, special rates have been made available for the unemployed, the handicapped and for pensioners, which has been necessary since last summer. The concessions, which admit some handicapped students free of charge and set others fees at half price, have cost £12,500 a year but have further raised the centre's standing locally. Other students are charged a flat rate 55p an hour, which is more expensive than equality-

run classes for vocational courses but roughly on a par for the non-vocational.

Several other initiatives have been attempted to fit the college's output to the needs of the local community. While a conscious decision was taken not to offer courses specifically for the unemployed, more flexibility has been introduced in what Mr Gorton terms "roll on, roll off" programmes which can be joined or left in mid-stream. The pattern of the academic year has been altered so that the centre is open 50 weeks of the year, seven days a week. The premises are available for a wide variety of local groups.

Mr Gorton freely admits that both the centre's finances and its activities have been chaotic at times. "At the start, the students put up with murder - much more than I would have been prepared to accept - without complaining," he says. "They would arrive not knowing where their classes were taking place or even whether they would take place, but we have settled down now."

Plainly, the students have not been put off since they are arriving in record numbers from towns well outside the immediate catchment area. They like the availability of so many courses for daytime study but they also like the atmosphere of the centre, where staff have made an effort to create a college environment with a bar and refectory for students to meet.

The finances, too, are now somewhat more under control, although the centre remains at the mercy of the local authority as by far the largest single source of income. A start has been made on the pressing business of re-equipping in some areas and restoring the fabric of the premises.

Constant fund-raising activities are beginning to pay dividends, which is as well since they may have to provide an increasing proportion of Malvern's income. But Mr Gorton hopes that the centre will be on a financial footing before its licence (which is renewed annually) reaches the end of the five-year period it was promised by the county council.

As big a problem will be Mr Gorton's ability to cope with the huge workload imposed by the single-handed administration of the college.

Those contemplating a private future for an institution facing the axe may regard Malvern's experience as a cautionary tale rather than an encouragement, but it has shown that, with enough goodwill and a lot of help from its friends, it is not impossible to go it alone.

Some colleges were born private, some have achieved a degree of private funding. There are now a few which have had private status thrust upon them. Local authority budget cuts and national exercises such as last year's contraction of teacher education have left a trail of institutional casualties. And, while only a small minority take the gamble of going private, those colleges are encouraging others at least to investigate the possibilities.

Bristol University's department of architecture, for example, was hopeful of going it alone once it had lost the long fight for survival last year. As a result of the University Grants Committee cuts, the school fought a lengthy rearguard action but eventually was sacrificed in order to protect other departments. Michael Burton, the head of the school, immediately set out looking into private status, probably through an arrangement with the Architectural Association School of Architecture.

Although the initiative now seems doomed to failure, the example illustrates both the attractions of private status to beleaguered departments or - more usually - institutions, and the difficulties involved in getting such a project off the ground. Mr Burton is now reluctant to discuss his plans, but it appears that the sheer size of the initial financial commitment necessary to set up a high-grade, specialist institution proved too much in this instance.

One college has proved in the last year that it is possible for some, however. It is the Malvern Hills Centre for Adult Education, which opened its doors last September running on a shoestring and with the aid of the local authority which all but forced its closure.

The college had a number of advantages over the Bristol department, including the potential to run with a skeleton staff and the encouragement of a fund of goodwill from an enthusiastic local community, but it still remains far from secure. If it succeeds, it may prove a spur for those colleges which suffer at the hands of the National Advisory Body later this year; if it fails, observers may feel that it will not be worthwhile others trying because this experiment had more advantages than most.

Set up as a school of art with a technical school adjoining in the same premises, the college had a chequered history under local authority control, lastly with Hereford and Worcester County Council. Situated in rural, middle class Great Malvern, the technical college had ceased to be viable 15 years ago and

John O'Leary

character of universities and the growth of external pressures. Next week he will discuss how universities can adapt to the changing circumstances of the 1980s.

electrical/electronic engineering and mechanical engineering. Unfortunately, detailed admission fi-

The author is a member of the Institute of Manpower Studies, University of Sussex.

the relative importance of those forces clearly varies as does the consistency of their aims, and none of them is independent. The sources related in their connexion to the national factors referred to above and also in their functioning, taken in historical example, (the

to plan and in that situation it comes defensive or reactive in game with few rules; to be permanently against an opponent possessing considerable power influence (not least to change rules) it is best to be cautious.

It is worth pointing out that none of the external sources are involuntary. The relationship with government (through the UGC, the research councils and other bodies) represents the main combinator

Complexity of purpose: teaching, research and public service activities the university has many purposes, and those purposes are difficult to separate in the functions of the institution (eg much of scholarship activity of an academic cannot be clearly attributed to either the teaching or the research purpose). There is thus difficulty in defining the combination of goals and separating activity in the production

Informal groups operating in "community" and "institutional" elements of the pluralist university interact with and condition the work of formal units within the "organizational" element. Those groups are based upon class of members, common interests etc and many of them can be characterized in terms of what David Reisman called "in-

Complexity is a key aspect of university committees system. The number of committees is high, average size is large, and they are not part of a single hierarchical structure. The diffusion in structure is at the top where responsibilities are divided between a council and a senate (and a court in some universities) whose relative terms of reference and powers are, in practice, a

The loose and multi-formed nature of the university as an organization results from the basic purposes and activities of the university and the history of the university. A factor which is essential to an understanding of the limits of management is the university.

The author is registrar and secretary of the University of Sussex.

Actual and project output of university graduates 1978-1985. Some key engineering and technology and science. Home students only

	Actual					Projections		
	1978	1979	1980	1981	1982	1983	1984	1985
Chemical engineering	373	470	548	676	681	694	703	840
Civil engineering	4148	1,530	1,801	1,400	1,308	1,382	1,123	1,113
Electrical engineering	1,655	1,655	1,652	1,758	1,982	2,093	2,124	1,968
Metallurgical engineering	868	1,036	1,136	1,320	1,336	1,383	1,362	1,387
Mechanical engineering	238	258	280	290	285	263	274	286
Other, general and combined engineering	744	850	785	834	890	908	933	987
Biology	1,418	1,513	1,487	1,508	1,804	1,744	1,646	1,703
Chemistry	671	993	949	934	907	907	818	867
Mathematics* (incl. computer studies)	2,673	2,757	2,808	3,010	3,284	3,283	4,072	3,966
Physics	1,795	1,719	1,840	1,833	2,129	2,053	2,653	2,663
Computer science	1,731	1,801	1,988	1,997	2,283	2,142	2,196	2,183
Geology	728	714	781	785	718	738	787	688

* Includes approximately 35 per cent computer studies graduates, a proportion which has been rising in recent years.

The author is reader in modern economic history and co-principal investigator at the Social Science Research Council work organization research centre, University of Aston.

The relative importance of those sources clearly varies as does the consistency of their aims, and none of them is independent. The sources are related in their connexion to the basic national factors referred to above and also in their functioning; take an historical example, the

It is worth pointing out that the external power of the relationship is not limited to the search councils and represents the main

cautious. It is not that not all are involuntarily with government (e.g., the UGC, the relevant other bodies) but that compulsory set

much of the an academic purposed to either research purpifficully in de of goals and it the production

the work of the "organizational" groups can be membership, and many of these are organized in terms called "veto" and "powers" are, in p

The author is registered
of the University of

an understanding
management in
rural and secretary
Sussex.

Priestley's reputation as a scientist rests chiefly on his many and important contributions to the knowledge of the chemistry of gaseous bodies. Lacking the scientific training of Joseph Black or the leisure and wealth of Lavoisier, he used native wit to construct a picture out of the everyday kitchen equipment. The irony is that Priestley who by the discovery of oxygen established the basis for the study of combustion, respiration and the composition of water actually fought against the inference of his own work. He was one of the staunchest believers in phlogiston even though his friends were having doubts. His scientific work published in 1800, is entitled "The Doctrine of Phlogiston Established and that of the Composition of Water Refuted. He was anti-

ery, Lavoisier recognized oxygen as a chemical element. Priestley did not follow up the consequences of his discoveries nor contribute to the

sources clearly varies as does the consistency of their aims, and none of them is independent. The sources are related in their connexion to the basic national factors referred to

are involun-
with govern-
GC, the re-
other bodies)

groups can be membership, and many of ed in terms called "veto at the top, where res divided between a coun ate (and a court in some whose relative terms and powers are, in pr

ir and secretary
Sussex.

The author is registrar and secretary of the University of Sussex.

A major rise in application figures to the BED last month is a clear sign that the danger which threatened the degree's existence following poor recruitment in 1980 is now past.

It is, however, a markedly different degree which is emerging from this critical period, and one which even further new developments can not be disregarded as a result of deliberations by Her Majesty's Inspectorate and the Advisory Committee for the Supply and Education of Teachers.

Already as a result of government cuts, the qualification is being mainly concentrated in primary teacher training in the public sector, with an extremely limited secondary intake. It is likely too that in the near future four-year as opposed to three-year courses will become the norm.

But it is not only in the public sector that the BED has had to prove itself and is changing as a result. In universities, where in comparison there is a minimal provision of BED courses, the degree has for some time been competing with, to some, the much preferred Postgraduate Certificate of Education.

At Exeter, where the school of education has one of the few sizeable university BED courses in the country - there are 1,000 applications for 116 places - the 1980 crisis coincided with a major rethink which led to the creation of a completely new BED four-year honours course, now in its second term.

Professor Ted Wragg, director of the school of education says that one of the major questions they addressed was whether the BED stood up to scrutiny as a qualification and whether professional courses of this type should be based in universities.

His answer and that of his department was a firm yes. He believes that on the whole the BED can only be enhanced by being located in universities, because they attract higher grade students as well as high calibre staff who tend to gravitate to schools with a good reputation like Exeter's.

Other reasons which are peculiar to Exeter are that it carries out curriculum development and has a strong research base. For example, the results of its research on classroom management, and skills among other things, have been incorporated in the construction of the new BED.

In addition it has a very good reputation for teacher training and is the second largest school of education in the country with a majority of its students getting jobs as teachers.

Another important facet in the creation of a new BED was that Exeter wanted to be at the forefront of professional developments. The new course can easily be said to have anticipated the HMI document on the content of initial teacher training and other less public documents being discussed at the moment.

Professor Richard Pring, professor of education at the school, says that both the involvement of the teaching

Stand by your BEDs

profession in planning the whole course and the emphasis on school-focused work from the first year are undoubtedly two elements which anticipated the criteria laid down recently by the HMI.

In fact Exeter's BED has some very unusual elements, one of which is school experience from the very first term and throughout the year. Second, teaching practice has become one of the "papers" in the degree and is being assessed on that scale. Third, a new area, school-focused study, has been introduced which enables students to do specific projects in schools and is also being assessed as part of the degree.

In addition the school of education's BED consists of a physical education course which Professor Wragg says may well revolutionize the study of the subject in this country. A broad science course in which the first two years consist of a core of subjects beginning with astronomy and a junior/middle course which was entirely devised with the cooperation of heads of local schools.

Basically the BED comprises the study of two subjects in years one and two, except for junior/middle students who take the special 1/2m course instead of the second subject. This includes educational studies where a deliberate attempt has been made to minimize the formal teaching of educational theory.

This is followed by long teaching practice in the first term of the third year. By then students will have decided whether they wish the papers they sit in their final degree to be based in favour of specific subjects, educational studies or to be evenly divided.

In addition in those years the study of education contains two obligatory and at least one optional component. This is designed where possible to meet the respective needs of secondary and junior/middle students. Altogether students will have to take nine papers to qualify as teachers.

Professor Pring points out that one of the most important aspects of the new BED is the shared practice in school from year one. "From the very beginning, students are active with tutors sharing the practice and not with tutors supervising or assessing them."

He added that this promoted a growing understanding of classroom work not based on textbooks, but groups and reflecting on what is teaching in schools real time.

"This increased self knowledge, the discovery of one's own personal abilities and attitudes is probably more important at this early stage than acquiring teaching skills," he said.

In fact the introduction of school

Patricia Santinelli finds changes are being made at Exeter University's school of education

experience right from the beginning of the course was not a casual decision. The school decided the idea should be tested beforehand and ran a pilot study which ensured there were no "bugs".

Basically it means that from their second month in November students are already in the schools and are trying out ideas and testing what they have learnt in October.

Professor Wragg points out that no one who is not interested in teaching would survive school experience.

"It has the double-edged effect of reinforcing students' confidence and enabling those who are unsuited to teaching to find out at an early stage that their careers lie in another direction," he said.

His view is shared by the headmaster of Heavitree junior/middle school who thought that school experience early in the first term both boosted the confidence of young people and sorted out sufficiently early whether they would make good teachers.

Professor Pring pointed out that school experience had already had an extremely good effect on his maths students. Coming at so early a stage it had forced them to communicate with children much more immediately as well as examining the practice of teaching mathematics much more closely.

"I think it is particularly valuable because they learn early on where their subject fits and relates to the rest of the curricula, and helps to lessen their tendency to isolate both themselves and their subject from the school's programme," he said.

Students on the whole agree that early school experience was valuable. Two junior/middle students said that although they had been frightened initially they now rather preferred school experience to their theoretical studies.

In both cases they had been immediately accepted by the schools and had participated in a number of activities and ran their own projects for the children, one on particular countries, the other on the modern car.

In the same way as for school experience, Exeter plans to run a pilot study for teaching practice to test how guidance and assessment will work out before it is put into effect.

Professor Wragg points out that one of the reasons for making it an assessable paper in the degree is be-

cause one of the long-term criticisms of the BED has been that teaching practice is not given sufficient recognition. Up to now it has been given a pass or fail but has been forgotten when the final degree has been awarded.

"I knew this and, therefore, I decided to get teachers and external examiners to assess it. They will award grades on an A to E scale where A is the equivalent of a first class degree and if you have high marks it will influence your type of degree."

Basically the final teaching practice occupies the whole of the first term of year three. It forms a significant dividing line between the broader experiential work in years one and two and the more intensive academic studies in years three and four.

School-focused study as the third new element in the course is intended to enable the student who has completed his teaching practice and still has another five terms to keep in touch directly with the work in schools.

Professor Wragg says that its introduction answers yet another criticism of BED courses. "Normally some 18 months elapse before the student starts to teach following his teaching practice. So we decided to bring in this new area where students are asked to find specific topics like slow learners or gifted children and study these to their advantage and that of the school," he said.

Students are responsible for negotiating their projects with teachers in schools, usually those where they completed their teaching practice. This work is also assessed formally as part of the degree.

The junior/middle course is another interesting aspect of the new BED. Basically it was entirely planned with local teachers, as many as 50 came in for a whole day at a very early stage and right the way through a large number of East Devon primary heads of schools were involved.

Professor Wragg points out that they aimed for a junior/middle rather than a strictly primary course because of the demand created by the large number of such schools in the area.

Physical education at Exeter has been renowned for years, and its reputation is likely to be further enhanced by the novel approaches developed for the new BED. The main responsibility for this lies with Martin Underwood, a tutor at the school who adapted research he conducted in a boys' comprehensive school for the PE course.

Martin Underwood is particularly keen to move away from what he considers to be a "scientific orientation" in most PE courses towards programmes which are more socially orientated.

"We are moving into an era in PE where different attitudes are needed, where teachers must be much more sensitive to children's needs and recognize their changing circumstances such as the much higher incidence of broken homes," Mr Underwood says.

Just half the contact time in PE is devoted to practical work where the emphasis is on teaching techniques and skills practices acquired through school experience in the second part of the first term.

During this period each of the 22 students will obtain experience of the main skills of gymnastics, swimming and ball games. From the beginning they are divided into three groups each of which is responsible for 20 children and they are expected to assess each other and produce a written critique which is then openly discussed.

The need to broaden both the education of future science teachers and the science curriculum in schools is the main reason behind Exeter's decision to introduce two years of "core science" which all students have to complete irrespective of their chosen specialisms.

The core consists of a broad spectrum from astronomy through earth sciences to life and physical sciences. Astronomy was chosen specifically because it was felt that this was an area the school curriculum ought to cover but could not because so few teachers had any knowledge of the subject.

According to tutors on the course, students have been somewhat flummoxed by this new approach and initially found it difficult because there were so many new ideas to consider. As a result a discussion period was introduced at the end of their practicals.

One of the positive achievements has been that students have found they are far more interested in the other science subjects and that there is far more relation between those than they had hitherto suspected.

Assessment procedures are still evolving. The science department is currently experimenting with course profiles. This consists of a list of statements ranging from a scale from excellent to abysmal, and students are expected to indicate how they grade their knowledge and understanding.

This way the tutors hope to find the gaps in their knowledge and correct these before it is too late, especially as this tends to hold up students.

During the first two years, all secondary students also have to take an additional science course in which aspects of the core are studied in depth. In years three and four all students are expected to take a compulsory course in energy and mineral resources and chemical and the environment, as well as study their main specialism in either chemistry, physics or biology to reach A level teaching standards.

BOOKS

Building a party power base

by Gillian Peele

The Politician: The Life and Times of Lyndon Johnson - the drive for power from the frontier to master of the senate

by Ronnie Dugger
W. W. Norton, £18.95
ISBN 0 393 01598 X
The Years of Lyndon Johnson
Volume 1: The Path to Power
by Robert A. Caro
Collins, £15.00
ISBN 0 00 217062 0

The last decade has seen a dramatic reassertion of congressional power which has made the contemporary American legislature unique among western democracies in its ability to exercise real and independent control over the substance and the detail of policy-making. The causes of this constitutional development are complex but one major factor was undoubtedly the sudden realization of the extent of the powers available to the modern presidency. The growth in the scope of the federal government's responsibilities and the position of the United States in the international arena made the powers and duties of the nation's chief executive correspondingly great. In the current American phraseology they appeared "simply awesome".

From a position in the late 1950s when liberals and reformers looked to the man in the oval office to provide leadership and integration for a system which was highly decentralized and prone to inertia, the 1970s saw the country's highest office transformed into an object of suspicion and even hatred. No president has served a full two terms since President Eisenhower and the popularity of modern presidents has hardly survived their election night parties. The debilitating sagas of Vietnam and Watergate obviously contributed much to this staining of the presidency; but so too did the social styles and idiosyncrasies of the two men who for 11 years occupied the White House and enjoyed what Johnson called the power to "mash the button". Only the erection of legislative restraints on the presidency by the passage of such laws as the War Powers Act of 1973 and the Budget and Impoundment Control Act of 1974 - as well as increased

Robert Caro's much longer study - the first volume runs to over 800 pages - is equally adamant about the significance of Johnson. For Caro, the Johnson presidency was one of the "great divides in the evolution of its foreign and domestic policies" and nothing less than a watershed in American political history. In order to understand the history of the United States in the twentieth century, according to Caro, it is therefore essential to understand the character of the thirty-sixth President of the United States. And Mr Caro then proceeds to document in great detail the flaws and strengths of the character who seemed at times to "brood big-eared, big-nosed, huge over the entire American political landscape" and who was unencumbered by phil-

Political paranoia

The Antimasonic Party in the United States 1826-1843

by William Preston Vaughn
University Press of Kentucky, £12.80
ISBN 0 8131 1474 8

Freemasonry is nowadays sometimes regarded as a joke; a hundred and fifty years ago many Americans feared it as a godless secret society conspiring to undermine the moral and political integrity of the republic.

This paranoia was provoked in 1826 when William Morgan, a stone-mason who was about to reveal the Order's secrets, was abducted in New York State - and presumed murdered by masons. Investigations into his disappearance made no progress and masons in public office were accused of a "cover-up". Consequently political parties appeared in a number of northern states by 1829, devoted to preventing the election of masons. In 1832 this first "third party" ran its own presidential candidate, whom it chose in the first-ever national nominating convention!

In the last thirty years historians have shown much interest in the curious phenomenon of the Antimasonic Party - as an example of political paranoia, as a reforming evangelical crusade, an attempt to destroy social privilege, and, inevitably, as an incoherent force in American politics.

Unfortunately this pot unreasonably argument is presented with almost no sense of the electoral realities that limited the politicians' freedom of action. In some states, for example, most antimasonic voters

loophole or ideology - or it seems scruples.

The ruthlessness of the young Lyndon Johnson on his path to power from the dirt hills of Texas through the Agricultural Adjustment Agency in the New Deal and the House of Representatives to his first and unsuccessful Senate race in 1941 is compelling but hardly attractive reading. As with the author's earlier excellent biography - a massive study of Robert Moses who used control of construction within New York both to build a power base for himself and to ensure that neither the blacks nor the poor benefited from the parks and the beaches he was so eagerly designing - the reader is sometimes forced to ask how such an unnatural, unpleasant and inhuman man could acquire power and keep it. The relentless piling up of infamy on infamy is thus occasionally counter-productive although it is a useful reminder that collections of interviews made by a library such as the Lyndon B. Johnson Library at Austin may have a built-in bias calculated to present the subject in a favourable light. Here at least the deficiencies of American oral history are corrected as a result of the author's assiduous interviews of Johnson's enemies as well as his friends.

Two recurrent themes emerge in the discussion of Johnson's personal relationships. The grinding poverty of his Texas upbringing made him insecure throughout his early life and he was extremely competitive. If he could not dominate a situation or win a game he would not play. The relationship with his parents had predictably Freudian overtones. He was on uneasy terms with his father; but his mother doted on him and seems to have been a dominant influence in his life. Mr Dugger in his book goes so far as to call Johnson a "narcissist" but it is certain that he was largely responsible for shaping his ambition to "be someone". Other associations followed a predictable pattern of ruthless exploitation. His marriage to Lady Bird conveniently brought him the money he needed for his political career and she was sufficiently self-effacing to ignore his extra-marital adventures and his lack of attention to her. The affair which he conducted with Alice Glass was so covert that he managed at the same time to ingratiate himself with the man she was living with and who

had formed a deep antipathy to the nationally dominant Jacksonian Democrats which prevented coalition with them. In New York, however, a significant section of antimasonic support probably came from those who had previously supported the state party that backed Jackson: was not this why antimasonic leaders thought the cause would be ruined there if John Quincy Adams, Jackson's opponent in 1828, became their candidate in 1832? Only in Pennsylvania was a majority of antimasonic voters previously been Jacksonian.

The author, indeed, misses the whole life and soul of the thing. What of the evidence that many antimasons were protesting against "village aristocracy", the landed, mercantile and professional elites which dominated many rural areas? He appreciates the power of religious motivations, but misses both the growth of evangelical hostility to masonry immediately before the Morgan affair and the bitter opposition to antimasonry expressed by many non-masons of a liberal and freethinking outlook. The moralistic enthusiasm of many evangelicals enthused them; the least reliable section of the anti-Jacksonian opposition, always likely to be drawn towards immoral and pernicious institutions - be it Freemasonry or, more ominously, slavery.

As Caro points out, however, Johnson's work with democratic candidates during the 1940 campaign was remarkable not merely for the extent to which he raised money for them and then distributed the cash in effective and appropriate places. It was unusual also for the extent to which he was involved in other aspects of the congressional campaigns including liaison with the White House and through the White House with the departments so that the maximum use could be made of patronage, public works and federal largesse. Johnson's skill as a politician, as Caro's biography illustrates clearly, was the result of careful

attention to detail and to the needs of individual politicians; it was also the result of sheer energy and determination. The work for the 1940 congressional campaign was comparable in Caro's opinion to the transformation by Mark Hanna in 1896 of political contributions from a "matter of political begging" to a "matter of systematic assessment". Today, when academic commentators are prone to lament the decline of party in the fund-raising process, it is worth remembering that, long before the days of political consultants, the national party committee efforts to finance their campaigns were dependent on the availability of talented individuals like Johnson to organize the process.

What then do these two studies reveal about the present state of American politics and what reflections on the problems of the presidency are prompted by their minute examination of Johnson's career? The most obvious point which Mr Caro wants to make is that the elements of consistent ideology and principle were lacking in Johnson's make-up. Lyndon Johnson would, as one acquaintance put it, be found at no barricades. Yet what also emerges from the biography is the extent to which the political system is based upon pragmatism, self-interest and even corruption. The person with moral scruples who is unaware of the power of business and wealth will never reach the presidency because he or she will probably not make it to election as local dog-catcher. Whatever the criticism heaped on Johnson as an individual and whatever he felt the presidency after his decision not to seek re-election, his presidency was the perhaps the last to combine a presidential quality with a coherent agenda. The professional politician may have been a wheeler and dealing despised by such "clean" politicians as Jimmy Carter; but then President Carter found it impossible to get any of his policies implemented even by a Democratic Congress. And, if the agenda of the Great Society now seems misguided, it is still the case that in the years of the 1960s blacks were finally given full civil rights and such innovations as medical aid for the poor were introduced in the face of opposition from vested interests.

Both biographies are enjoyable reading and Mr Caro's book, obviously, a major contribution to our knowledge of Johnson's role in contemporary political history. But because both authors seem to wish that American society were different and that the idealism of the founding fathers permeated Texas and Tumbleton Hall, the tone is perhaps misguided. Both books should be read in small doses and, if not with a pinch of salt, at least a touch of scepticism.

Gillian Peele is a fellow of Lady Margaret Hall, Oxford.



Lyndon Johnson, the new Congressman, meets Franklin Roosevelt for the first time at Galveston, Texas. Between them Governor James Alfred who was later airbrushed out of the picture.

just happened to be a wealthy owner of a major newspaper chain, Sam Rayburn, who had been cultivated by Johnson, was traversed by him when Johnson needed to steer a careful path through the feud between President Roosevelt and his Vice-President John Garner in the aftermath of the court-packing crisis of 1937. Thus the popular myth which depicts Johnson as an emotional liberal whose presidency saw the greatest extension of federal action on behalf of America's forgotten minorities stands in sharp contrast to the biographers' presentation of a cold and calculating individual whose every step was planned and who let neither conviction nor feeling interrupt his progress towards power.

If neither ideology nor principle moved Johnson in these formative years the power of money does become very evident both as a force in Johnson's own political life and in the interaction between government and business as a whole. Johnson was clearly willing to buy Mexican votes in the 1934 campaign of Maury Maverick and it was somewhat ironic that he "lost" his 1941 senate bid because, as Roosevelt reminded him, "when the election is over you have to sit on the ballot boxes". Corporations can now set up their own political action committees and participate directly in the political process but, when Johnson was seeking to raise political money in the interwar period, the Federal Corrupt Practices Act in theory precluded direct political contributions. In fact, of course, politicians and businessmen found innumerable ingenious ways of getting round the letter of the law and one of the best researched and argued parts of Caro's biography is the analysis of how Brown and Root, a major construction firm ploughed money into the Democratic Party's 1940 congressional campaigns and how Johnson became the agent for "edifying" much of that money to candidates who were then in his debt. The money did not only come from this firm; it also was gained from a range of now fabulously wealthy oilmen from Texas who in return for their subventions were to reap handsome legislative rewards and acquire influence and access in Washington.

As Caro points out, however, Johnson's work with democratic candidates during the 1940 campaign was remarkable not merely for the extent to which he raised money for them and then distributed the cash in effective and appropriate places. It was unusual also for the extent to which he was involved in other aspects of the congressional campaigns including liaison with the White House and through the White House with the departments so that the maximum use could be made of patronage, public works and federal largesse. Johnson's skill as a politician, as Caro's biography illustrates clearly, was the result of careful

attention to detail and to the needs of individual politicians; it was also the result of sheer energy and determination. The work for the 1940 congressional campaign was comparable in Caro's opinion to the transformation by Mark Hanna in 1896 of political contributions from a "matter of political begging" to a "matter of systematic assessment". Today, when academic commentators are prone to lament the decline of party in the fund-raising process, it is worth remembering that, long before the days of political consultants, the national party committee efforts to finance their campaigns were dependent on the availability of talented individuals like Johnson to organize the process.

What then do these two studies reveal about the present state of American politics and what reflections on the problems of the presidency are prompted by their minute examination of Johnson's career? The most obvious point which Mr Caro wants to make is that the elements of consistent ideology and principle were lacking in Johnson's make-up. Lyndon Johnson would, as one acquaintance put it, be found at no barricades. Yet what also emerges from the biography is the extent to which the political system is based upon pragmatism, self-interest and even corruption. The person with moral scruples who is unaware of the power of business and wealth will never reach the presidency because he or she will probably not make it to election as local dog-catcher. Whatever the criticism heaped on Johnson as an individual and whatever he felt the presidency after his decision not to seek re-election, his presidency was the perhaps the last to combine a presidential quality with a coherent agenda. The professional politician may have been a wheeler and dealing despised by such "clean" politicians as Jimmy Carter; but then President Carter found it impossible to get any of his policies implemented even by a Democratic Congress. And, if the agenda of the Great Society now seems misguided, it is still the case that in the years of the 1960s blacks were finally given full civil rights and such innovations as medical aid for the poor were introduced in the face of opposition from vested interests.

Both biographies are enjoyable reading and Mr Caro's book, obviously, a major contribution to our knowledge of Johnson's role in contemporary political history. But because both authors seem to wish that American society were different and that the idealism of the founding fathers permeated Texas and Tumbleton Hall, the tone is perhaps misguided. Both books should be read in small doses and, if not with a pinch of salt, at least a touch of scepticism.

Gillian Peele is a fellow of Lady Margaret Hall, Oxford.

Lionel Cohen explores the reasons behind a shift in opinion among Dutch students

Peace breaks out in Holland

An unprecedented calm has descended on Holland's 13 universities over the last year. No longer are there student sit-ins. No battle lines are being drawn between protesting radicals and steel-helmeted police. Even the once bitterly fought plans of the former education minister, Dr. Ans Pijl, for a two-phase restructuring of the higher education system with the introduction of a restricted basic four-year first-degree course have come quietly into operation. When compared with the arguments, denunciations, petitions and demonstrations of 18 months ago, the quiet is almost unbelievable.

Was it all - as Dr. W. Bresters, rector of the University of Amsterdam recently argued - just so much wasted time? Or has a more fundamental change in the nature of the Dutch student politics been taking place?

Part of the reason may well be found in the drastic changes in Holland's economy over the last two years. An era of plenty has given way to a period of very severe economic. The days when Dutch university students could spend from eight to 12 years on a first-degree programme have gone. They have gone not only because of structural changes in the higher education syllabus, but also

because the financial means by which students could support perpetual study have vanished.

This financial squeeze operates in two ways. First, for the minority of students who depend entirely upon a university grant, the new shortened programme and stricter state controls over payment conditions combine to ensure a much more intensive study tempo.

Then there is the larger group of students who depend upon a combination of state loans and income from part-time work. They have had to face increased fees on the one hand, and fewer work opportunities on the other.

But this does not mean that Dutch students have lost all interest in political causes. Indeed, on issues other than higher education most of them have been, if anything, more active than ever on issues such as nuclear weapons and pollution.

This sort of support existed long before the "two phase" campaign was created, but what has changed is the "priority". Previously, the paramount motivation of both the student activists and the conservative

group of professors who, fearing change, supported opposition to university reform, had been one of self-interest. Both stood to lose financial independence if the reforms went through, which also threatened university faculties whose teaching structures had become fossilized as a result of lecturers' unwillingness to devote sufficient time to their teaching. Many students had also feared that because of poor university teaching in the past, a shortened study programme would reduce their ability to cope with a syllabus in the available time.

While some of these fears may have been partly realized, the pre-1970 situation of dead wood in the old academic structures. Many vacant posts have not been filled and more attention has been given to the study-orientation of students generally.

Such widespread change left students free to concentrate on wider issues. The first clear indication of this change in priorities probably dates back to the great national demonstration for peace - and against the stationing of American nuclear missiles in Holland - in Amsterdam more than a year ago.

This demonstration was by no means confined to students. Indeed, it was notable for the wide cross-section of the Dutch population which took part. But it was very much an inspiration of the student movement as a whole and came about when it was becoming evident to student leaders and academic politicians that the battle against university reform carried nothing like the weight of public support that could be found for a major anti-nuclear campaign. In short, the students had got out of step with public opinion.

A more difficult problem is to determine to what extent these changes were the result of this shift in public opinion, or whether earlier political influences had been at work. Certainly some long-established formal peace movements in both Holland and Belgium were active during 1980/81. For example, Professor Gene Sharp of Harvard University, who has been active for the past 17 years in the United States and since 1977, the Dutch government on non-military defence, visited Holland under the auspices of Pax Christi to give a wide series of readings on

social defence. Several younger Dutch writers of this period also took up the idea of a distinctively European concept of socialism linked to a peace movement. But neither the Dutch people nor Dutch students are exclusively socialist. The result of a poll of staff and students of the University of Amsterdam published just before the last 1982 general election by the university newspaper, *Folia*, makes an interesting reading. It illustrated that while the relative trend of student support for political parties between the 1981 and 1982 general elections closely followed the national pattern, there was markedly higher support for the Labour and the small socialist parties.

Of the latter, the Pacific Socialist Party, which incorporates the objectives of peace through nuclear disarmament as a central element of its political platform, attracted no less than 22 per cent of the support of all student respondents even though, in the country as a whole, it received little more than a quarter as much support in the election. Significantly, the same poll also revealed that support by the academic staff for the PSP at 11 per cent was only half that of the students, while the administrative personnel gave only 9 per cent of their

votes to this party.

It is clear that the shift in public opinion, or whether earlier political influences had been at work. Certainly some long-established formal peace movements in both Holland and Belgium were active during 1980/81. For example, Professor Gene Sharp of Harvard University, who has been active for the past 17 years in the United States and since 1977, the Dutch government on non-military defence, visited Holland under the auspices of Pax Christi to give a wide series of readings on

BOOKS

Quantum physics without tears

The Cosmic Code: quantum physics as the language of Nature
by Heinz R. Pagels
Michael Joseph, £10.95
ISBN 0 7181 2217 8

During this century the gap between the physicist and even the educated layman has widened. The literature but not numerate person knows of the rapid progress physics has made, and he knows some of the names associated with this progress - he has at least heard of Einstein. He also knows he is paying, through taxes, for some of the enormous costs the particle physicists are using. He knows they have laid the groundwork for many unquestionably good things like medical diagnostics and treatment, for many arguably good things, such as radio, television and the computer, and many bad things, such as nuclear weapons.

But how it is done, and what the physicist is searching for today, he usually has no idea. There are three obstacles to his understanding. First, the content of this century's discoveries is best explained in the language of mathematics; secondly, even when they talk about the physics they have evolved a jargon of their own, in which many words have a meaning unfamiliar to the uninitiated; and finally, the story to be told is a long series of chapters, in which the explanation of each requires the understanding of the previous ones. The physicist has learned this story during a long apprenticeship: few people have the attention span to absorb it in a short time. If it is to be explained in a non-mathematical language (which is possible), it gets even longer, and the staying-power of the audiences is taxed even more severely.

Such are the handicaps with which the writer of a generally intelligible introduction has to struggle. Of course he has to write well, and convey to the reader the excitement with which the scientist uncovers the secrets of the laws of nature, because only then will the reader feel motivated to stay with him through some-times difficult explanations. In this respect, Pagels does unusually well.

The infectious excitement comes across very strongly. The next requirement is to select the right pieces of the story. You can present only a summary, or you can account of all the details. So one needs a judicious choice, to give enough to make the explanation coherent, not too little and not too much. Here, too, Pagels shows admirable judgment, and there are few sections on which I would have liked to see more or less detail.

But unfortunately the same cannot be said on the question of avoiding jargon. He repeatedly uses words like "value", "properties", "propagation", in the sense which is customary in physics, but very different from their meaning in everyday language. To a physicist the special meanings of these words have become second nature, and it requires great discipline to avoid them. Then Pagels uses technical terms, such as "proton", "isotopic charge", "strangeness charge", "black hole", without explanation; others like "photon", "neutrino" or "nucleus" appear well before they are explained. For a reader who wants to find the explanation, the very unreliable index is little help.

Pagels is brave enough to make a serious effort to explain the deep questions of the interpretation of quantum mechanics, and of objective reality. These are very abstract questions, and if one is to get any understanding of them across, one has to be very simple, clear, and preferably brief. Here Pagels is very long-

winded, where more care could have led to a crisper and clearer formulation - Blaise Pascal said: "I have made this letter longer than usual, because I lack the time to make it shorter" (Provincial Letters, xvi). The images used for explanation are not always helpful: I am mystified by the fairy tale invoked to explain "quantum logic".

There are a number of deplorable lapses. The nature of Bohr's reply to Einstein's "clock-in-the-box" paradox, which tried to disprove quantum mechanics, is garbled, and so is the description of the "Einstein-Podolsky-Rosen" paradox. As an illustration of a physical object that can be in one of two states the spin of the helium atom is chosen, when this is in fact one of the few atoms without spin. The explanation of the origin of the difference between past and future in physics (the "arrow of time") is difficult to follow and wrong.

The history is also a little shaky. When Born proposed the statistical interpretation of wave mechanics, he did not "find himself alone", as the majority of physicists agreed with him. It was Schrödinger, not Dirac, who proved the equivalence of Heisenberg's and Schrödinger's approach.

Many may enjoy the author's enthusiasm and lively style, and may find parts of the story enlightening. If they are mystified by others, they should not despair. They are not necessarily incapable of following the ideas of science in outline - the limitations may be the teacher's, not the pupil's.

Rudolf Peterls

Sir Rudolf Peterls is emeritus professor of physics in the University of Oxford.

Tract or fact?

The Myths of Human Evolution
by Niles Eldredge and Ian Tattersall
Columbia University Press, £22.50
ISBN 0 231 05144 1

The title of this book provokes an uneasy feeling that there is yet another of the creationist tracts against man's evolution - a worry that is allayed when one sees that both its authors work in the American Museum of Natural History. Yet tract it is ("A short pamphlet on some religious, political or other topics, suitable for distribution or purposes of propaganda"), and anti-evolutionist it is, at least in a limited sense.

Eldredge and Tattersall believe that a narrow interpretation of the nature and pattern of evolution is generally accepted, not only by scientists but also by the educated man in the street. They believe that this interpretation understands evolution as implying only and always a gradual change, and inevitable progressive change, and that this view is the hallmark of the Darwinian concept of evolution. The book is therefore a part of the debate between the gradualist interpretation of the evolutionary process and the more recently suggested idea of punctuated equilibria - the authors quote Sylvester Bradley's simile, that evolution is like the life of a soldier: long periods of boredom punctuated by brief periods of terror.

Eldredge and Tattersall set their sights also on other "myths", such as the reductionist view of human cultural evolution, sociobiology and the blame-it-all-on-our-genes approach such as Ardrey's suggestion that killer-man is merely the helpmate, unchanged descendant of the killer-type. Their main target, however, is gradualist evolution. In general, and what they see as the resulting view of human evolution is particularly the centrepiece of the 197-page book is a survey of the highlights of hominid history, giving the biographies of each of the characters from *Australopithecus* to *Homo sapiens*. This is a paleontological record can be better interpreted by the punctuated equilibrium model than by the gradualist model.

Although the debate is an inter-

esting one, I found that Eldredge and Tattersall's account of it is poorly balanced. The adversary approach to science is as unrewarding as the adversary approach to politics, for neither side can admit to any virtue in the opposition's case. The tone is set by the title of the book. Since a "myth" is a "purely fictitious narrative", is this a fair term to use to describe even the earlier versions of Darwin's theory? Although the then-current problems of inadequate understanding of the geological time-scale, the nature of inheritance and of the species all combined to force Darwin to see gradual change as the main component of evolution, even he explicitly stated that it was not the only one. Even if modern supporters of a gradualist interpretation ruled out any rapid changes (and they do not), would that interpretation be so wholly fictitious as to merit the epithet "myth"? Finally, when even the best-documented evidence of rapid change (Williamson's study of the molluscs of Lake Turkana) took place over many thousands of generations, is gradual change so "fictitious"?

In the authors' view, the current theory reduces all evolutionary change to nothing more than adaptive change in gene content and frequency between species, which they characterize as one of the greatest myths of twentieth-century biology. To them, this view has also implied that, because one species can change into another, it follows that species have no identity, discreteness or reality. Having set up this straw man, they then portray themselves as, in contrast, having to force upon reluctant scientific world the self-evident fact that species are real in time as well as in space, and proclaim that therefore "our conventional expectation of what the results of the evolutionary process ought to be like changes dramatically". The myth that change itself produces new species is gone. Instead it is new species that produce change. It seems to me that this is playing with words; surely only change, either of the environment or of the genotype, can have led to the appearance of a new species.

The tendency to oversimplify, or to over-dramatize the weaknesses of an opponent's view, is a bad enough vice in our debates within the world of science, but at least those who read the original scientific literature themselves have enough knowledge and training to detect those misrepresentations. The non-professional, at whom Eldredge and Tattersall's book is directed, lacks that background. Since the book also lacks any bibliography, he is also provided with no opportunity to widen his understanding and to obtain a more representative view. But then, that is not the purpose of a tract.

Barry Cox

Professor Cox is head of the department of zoology at King's College, London.

Rock groups

Sedimentary Petrology
by Harvey Blatt
Penguin, £21.95
ISBN 0 7167 1354 3

Sedimentary Structures
by J. D. Collinson and
D. B. Thompson
Allen & Unwin, £18.00 and £8.95
ISBN 0 04 532 017 8 and 018 6

These books add to the flood of textbooks on sediments and sedimentary rocks published during the past five years. Although John Collinson and David Thompson deal with a topic recently covered by several other authors, their book is a welcome addition to the literature. The book is a straight-forward account of all the various types of sedimentary rocks, but this is preceded by a concise section on weathering, the process whereby much of the material which goes to form sediments is generated. The succeeding 11 chapters on the principal rock groups all begin with a section on

field observations and then laboratory studies. Though often lacking in detail, this emphasis on what to do and how to do it will be much appreciated by students. Each chapter also includes discussions of modern depositional environments and ancient analogues.

One major theme is plate tectonics. Blatt provides an extended section on plate theory and sedimentary basin formation in his introduction, and throughout the book, a sediment's texture, composition, diagenesis and depositional environment are related to plate tectonics. As to be expected with a single author book attempting to cover the whole field of sedimentary petrology, there are shortcomings. Blatt is a sandstone sedimentologist and this is shown by his cursory treatment of limestones: over-generalized and incomplete, with little on carbonate diagenesis. On the whole the photographs, especially the scanning electron micrographs, are very good, but surprisingly there are very few new diagrams and even more photographs come from other people's papers and books.

Blatt's book finishes with two curious chapters on how sedimentological research is undertaken. In the penultimate, he gives several examples of how research projects are initiated, undertaken and concluded; and in the final chapter, he discusses how a project should be planned and executed, outlining the field and laboratory techniques available.

Finally, for the unwary, it should be mentioned that much of this book is contained within another textbook: *Petrology: igneous, sedimentary and metamorphic* (Freeman, 1982), which Blatt co-authored with E. C. Ehlers. Blatt's *Sedimentary Petrology* should provide additional reading matter for British undergraduates, although it is difficult to see it catching on as the standard text for sedimentary petrology courses, especially when there are other, far cheaper and better texts available.

Collinson and Thompson's book is a sort of teach yourself guide to the recognition, description and interpretation of sedimentary structures. The latter are common features of the sedimentary rocks, produced by erosion, before deposition, by sediment movement and the migration of bedforms during deposition, and by various physical, chemical and biological processes operating after a sediment has been deposited. The study of sedimentary structures, along with a consideration of a sediment's composition and texture, is the basis of facies analysis and the environmental interpretation of sedimentary rocks.

The authors attempt to make the reader look critically at a sedimentary rock's structures, by presenting good descriptions, with fine photos and clear diagrams, sufficient theoretical background to understand their genesis, and information on the use and interpretation of the structures in terms of how and where a sediment was deposited. Scattered through the text, answers are posed to the reader's questions (answers from authors) and at the end of each chapter there are suggestions for fieldwork and laboratory experiments, in addition to references to the literature. In some respects, the style is reminiscent of an Open University course book.

Since the understanding of many depositional structures requires a knowledge of fluid dynamics, and sediment transport, a very useful chapter on this topic is provided. The book gives a comprehensive treatment of all structures in sandstones and mudrocks, but as in Blatt's book, limestones are given short shrift. Cavity structures and hardgrounds are briefly mentioned, and karst phenomena, neptunian dikes and tepees, for example, are the various modes of occurrence of trace fossil sections (although the trace fossil section is good), but then to be fair, this would be heading in the direction of paleoecology and paleogeology.

The book concludes with a short chapter on how data from the study of sedimentary structures can be collected and presented. The next step, the analysis and interpretation, is quickly taken; and the facies concept, which sedimentary structures contribute so much to, is only briefly treated.

The book should be most useful to undergraduates doing sedimentological field projects, although it should also provide good supplementary reading for sedimentology lecture-laboratory courses.

Maurice Tucker

Maurice Tucker is lecturer in geological sciences at the University of Durham.

Star-gazing

The Physical Universe: an introduction to astronomy
by Frank H. Shu
Oxford University Press, £14.95
ISBN 0 19 855706 X

Astronomers have a tendency to consider themselves potential experts on all the sciences. Some justification for this may derive both from the notion that astronomy is the oldest science, and from the fact that it deals with almost all of the knowable Universe: in other words, everything apart from that which lies within plus or minus a few kilometres of the Earth's surface. The *Physical Universe* demonstrates this viewpoint in a creditable way. Much of physics, from some biology, geology and chemistry are to be found clearly explained in nearly 600 double-column pages.

Frank Shu believes that the well-educated person should know about science. He leads the reader through elementary physics (the radiation laws, quantum mechanics, relativity) into the evolution of stars and the maze of phenomena that are found in them. He believes that we should all understand the use of the second law of thermodynamics, for example, and repeatedly emphasizes the unity of science. Seemingly complex phenomena can be reduced to, or at least constrained by, a few simple laws.

The discussion is clear, detailed and, above all, complete. Superlatives are used only where necessary. The reader will feel that the author is trying to reason carefully with him, rather than impress him with his knowledge (or journalism). The level corresponds to that of a sixth-form science book, although anyone with the equivalent O-level mathematics and physics should be able to get through most of it. There is some algebra, but mostly in problems which can be skipped.

Introductory astronomy courses are given to large numbers of non-science (and science) college students in the United States, and this text is derived from the lecture notes for one such course. Most branches of astronomy are covered but with a major emphasis on stars and galaxies. Planets, which usually constitute most of the popular or semi-popular books written in Britain, are carefully covered in a few chapters at the end. Black holes, SS435, X-ray binaries, superluminal sources, magnetic pulsars, broken symmetries, superneutrinos and other recent exotic astronomy and physics are all covered. Each chapter ends with a set of stimulating philosophical remarks.

My only criticism is of the colour plates. Too much space is wasted on the white surrounds and in the credits, and several are upside-down. This may seem irrelevant, but familiarity is part of teaching. However, most of the black and white pictures and the graphs and diagrams are very clear.

The *Physical Universe* can be highly recommended. It is the best written introduction to astronomy that I have read. It is science with a human interest in science will profit from reading this book and most will learn far more than they had expected.

A. C. Fabian

A. C. Fabian is Royal Society Research Professor at the Institute of Astronomy, Cambridge.

Papers presented in a symposium at the American Association of Physical Anthropologists' fifth annual meeting in April 1981, have been published as *A History of American Physical Anthropology 1930-1980* by Academic Press at £29.40.

BOOKS

Dramatic occasions

The Children of Paul: the story of a theatre company 1953-1968
by Reavley Gair
Cambridge University Press, £19.50
ISBN 0 521 24360 2
Elizabethan Popular Theatre: plays in performance
by Michael Hattaway
Routledge & Kegan Paul, £14.95
ISBN 0 7100 9052 8

Reavley Gair's scholarly narrative is "designed as a social and literary history of England's first permanent, play-based drama company... and it seeks to challenge some of the orthodoxies about the theatre of the children".

These orthodoxies are not, however, challenged immediately. There is a chapter on the church building itself from the fire of 1561 to the "woful spectacle" it presented in 1658, then a chapter on the precise location of the playhouse and its probable physical characteristics, and then on the playhouse's architecture. The dozen or so pages on *Mucedorus* are a superb enforcement of Hattaway's thesis that "the printed texts are records of only a part of Elizabethan plays. The effect of performances must have derived as much from music and spectacle as from the working out of plot and the creation of character". The long analysis of the King's death scene in *Edward II* combines a full knowledge of literary history with the special insights of a theatre director. Time and again Hattaway lights up his discussion of a play by reference to recent professional productions, or to his own attempts to work out how a scene should be staged.

This book opens fresh perspectives and sets new horizons in the study of Elizabethan drama. It is the polished product of a remarkably lively mind.

inwardness or a responsiveness to the distinctively poetic features of Shelley's work.

This book concentrates on one significant aspect of Shelley's politics. It does not have a great deal to tell us about Shelley's interest in European politics and, although some pages are devoted to *Hellas*, it seems to minimize the importance of Shelley's Utopian ideal. It adds to but does not supersede the valuable studies by K. N. Cameron and P. M. S. Dawson. We still need a reading of the political poetry which can combine critical tact and insight with cold-eyed objectivity.

Central to Hattaway's account of theatres, stages and acting styles is his assertion that in Elizabethan drama there is little verisimilitude and "no attempt to persuade the audience that they are privileged spectators of a particular event that might have happened thus in the past". This is shrewdly phrased and probably true, and it emphasizes the special quality of the actor-audience relationship in the period Hattaway considers - the 1590s.

In part two Hattaway offers detailed consideration of *The Spanish Tragedy*, *Mucedorus*, *Edward II*, *Doctor Faustus* and *Titus Andronicus*. The dozen or so pages on *Mucedorus* are a superb enforcement of Hattaway's thesis that "the printed texts are records of only a part of Elizabethan plays. The effect of performances must have derived as much from music and spectacle as from the working out of plot and the creation of character". The long analysis of the King's death scene in *Edward II* combines a full knowledge of literary history with the special insights of a theatre director. Time and again Hattaway lights up his discussion of a play by reference to recent professional productions, or to his own attempts to work out how a scene should be staged.

This book opens fresh perspectives and sets new horizons in the study of Elizabethan drama. It is the polished product of a remarkably lively mind.

Brian Morris

Brian Morris is Principal of Saint David's University College, Lampeter.

Shelley's anarchism

Radical Shelley: the philosophical anarchism and Utopian thought of Percy Bysshe Shelley
by Michael Henry Scrivener
Princeton University Press, £21.20
ISBN 0 691 06525 X

Recent criticism of Shelley has tended to focus on his sceptical tendencies and to emphasize the hesitations and ironies which qualify the affirmative impulse of his poetry. The trumpet of a prophecy is now heard to play a fractured and less confident music in a troubled key which is more sympathetic to the ears of the contemporary listener.

Yet this shift of emphasis has also tended to detach Shelley from the environment out of which he emerged and against which, in so many ways, he was in revolt. In particular, it seems to present Shelley the tortured philosopher at the expense of Shelley the poet. Whole stretches of the poetry are ignored (notably *Queen Mab* and *The Revolt of Islam*) and by a strange work of fate the ineffectual angel appears in the guise of a poetic hermit, puzzling over the intractable problems of metaphysics and the trappings of language.

To this increasingly dangerous narrowing of focus Michael Scrivener's study provides a rich and persuasive alternative. It offers a detailed, well-informed and scrupulously researched account of the poet's philosophical anarchism and of his Utopian thought; here the emphasis falls both on the unmistakably positive thrust of many poems and essays and on Shelley's enduring concern with politics which was fuelled by his up-



Shelley, by Amelia Curran.

quenchable desire to see a juster society. Nor is this a naive or simplistic corrective. Professor Scrivener has learnt the lessons of recent criticism and his readings of both of Shelley's works and of the patterns of his intellectual life find room for Shelley's characteristic questionings and hesitations without undermining the centrality of his commitment to hope and his dedication to the ideals of progress and reform.

To establish a context and a beginning for Shelley's visionary radicalism Professor Scrivener examines William Godwin and finds that in its modified later version Godwin's anarchism was closer to that of Shelley than is often supposed, while son and father-in-law shared a belief in the social relevance of literature. Both Godwin and Shelley acknowledged the importance of the intellectual and looked to the educated classes for political leadership; in spite of a genuine commitment to radical politics, they both distrusted the crowd. Such paternalist attitudes were common among the leaders of the reform movement; it is clearly demonstrated that even Shelley's crusade to repeal "Large codes of fraud and woe" was shaped and limited to some extent by the inherited assumptions of his class. Professor Scrivener tactfully points to the reactionary deposits in the rich earth of Shelley's radicalism: he notes for instance the ambivalence behind Shelley's choice of "The Hæmlet Marlow" as the pseudonym for two of his political pamphlets yet suggests that, although such a title implies the disinterested intellectual who is immune from the contagion of day-to-day politics, the pamphlets themselves are by no means detached from the political element.

One of the more valuable features of Professor Scrivener's approach is his endeavour to view Shelley whole, to consider his prose as well as his poetry. Unlike some of Shelley's readers, Professor Scrivener does not regard *Frankenstein* or *Unbound* as a vindication of the political philosophy of *A Philosophical View of Reform*; instead, he rightly emphasizes the crucial generic distinctions and properly expects that the poetry will offer a rather different variety of Utopianism than the political essays. As a rule, he is also shrewdly aware of Shelley's own sophisticated sense of audience and of the significant variations in rhetorical approach both among and between the poems and the essays. *The Revolt of Islam* for example, is a revolutionary attempt to redefine the heroic, an epic poem with strong elements of feminism, egalitarianism and free-thinking, yet both its manner and its mode remain aristocratic. It is here that Professor Scrivener is at his most interesting and his most elusive.

His overall sense of poetic structure and strategy is often acute but the attention to local features is sometimes less precisely articulated; some of this may be attributed to the pressures of space and the desire to exclude no Utopian possibilities yet one is less than satisfied by the symptomatic generality and blandness of Professor Scrivener's reference to "some lovely description" in the poem on the Eugean hills. In fact, for all its distinction the book does not often convey a sense of

Orality and literacy: the technologizing of the word
by Walter J. Ong
Methuen, £7.95 and £3.50
ISBN 0 416 71370 X and 71380 7

The central subject of Professor Ong's book is the "psychodynamics" of preliterate cultures. In a sense this is something that can now only be imagined. In our culture only the deprived man to reach literacy, while all formal education is based almost entirely on the mastery of skills unknown to even the most intelligent of medieval authors, let alone preliterate bards: silent reading, list-making, the use of indexes and glossaries, with behind those a whole host of subtler determinants. All thought is analytic, Ong admits. "But abstractly sequential, classificatory, explanatory examination of phenomena or of stated truths is impossible without writing and reading." On the face of it, this seems unlikely. Most of us, if we have to think things over - even "stated truths" - are likely not to do so per in hand, so it seems only reasonable that our ancestors might have achieved the same effect by going for ruminative walks as well. Ong would reply that our psyches have been structured by literacy. The things we ponder are written down, available for reconsideration; as we meditate our own statements we know that others will hunt through them, silently and alone, for looseness or ambiguity. The word is everything to us: occasion and personality have lost value.

Professor Ong's arguments tend strongly to the abstract, like his vocabulary - "graphocentric", "mind-structures", "noetic words", "ego structures" and the like - so that it is often hard to work back from his concepts to the phenomena that must have produced them. Nevertheless, the achievement of this book - and it is one that no comparable work has managed - is to show persuasively just how much of what we think is natural or inevitable is in fact artificial, produced by the "technology" of print or writing. Sometimes he allows what he calls "oral folk" to speak for themselves. In the 1930s a Soviet psychologist did extensive fieldwork in Uzbekistan, testing the logic of his illiterate subjects. They replied overwhelmingly in terms of situations or experience, of practical theory. Given the incomplete syllogism "where there is snow, all bears are white; in Novaya Zembla there is snow; what colour are the bears there?" one typical reply was "I don't know. I've seen a black bear. I've never seen any others."

Each locality has its own animals. Was the subject here just being stupid? If one accepts that all the data in the syllogism are true, then certainly his answer was wrong. On the other hand the data are pretty evidently suspect. In Uzbekistan there were clearly black bears, and quite likely some snow as well. The answer depends on whether you want to pass the test, or to know about bears. In similar ways (as Ong shows with a wealth of reference to many cultures) orality co-exists with aggregative structures, audience participation, "heavy" characters and story-lines, efforts to grasp the fullness of single situations; literacy with statistics, manipulations, and what seems often a kind of clever dishonesty.

The universality of Ong's scenario is enough to provoke a rant, however, and there are a couple of places where it might accept modification. One point is that since the author's main interest is psychology, his literary scholarship can look out of date. It has been obvious for some time in Old English studies that the oral/literary distinction cannot be sharply drawn. Orality is supposed to be indicated, in poetry, by the presence of mnemonic "formulas", and indeed one cannot imagine an orally-composed poetry without such things: they have been the mainstay of modern studies. The trouble is that formulas keep on being used by authors who can perfectly clearly read and write. Their thought-processes remained "residually oral".

Ong would say. But if the thought-processes were not in practice tied to orality, how can we say there is a cause-and-effect relation? The notion of a "mindset" here looms large, but it is a vague concept, like a Novaya Zembla bear.

In similar style Ong asserts that the heroic traditions of early Europe are explained best by "the needs of oral noetic processes". The likes of Odysseus, Cædmon or Beowulf are intrinsically more *memorable* than an Uddike hero, say, or a George Smiley. It is literacy that changes hero-style, then: "the situation has nothing to do with a putative 'loss of ideals'. Loss of ideals and literacy, though, are far from being the only reason one could think of for this extremely broad phenomenon. Heroic ideals might well change, for instance, under the impact of money: a "technology" just as pervasive as that of literacy, and not too far away in time. In any case the Bonds or Gandalfs of this century are just as "heavily" drawn as Diomedes or Merlin. The change Ong points to is not a necessary result of literacy; maybe it is not a result at all.

Last point which seems to be ignored in this book - though it would probably support the book's main theses - is that all of us actually remain "oral folk" in one respect. We all talk; and none of us knows how we do it. The way we can all produce complex linguistic structures with total accuracy at ten times handwriting speed is a convincing demonstration of human powers of creativity. It is only one step up from talking grammatically to talking "grammatically" - that is, in poetic as well, like Hrothgar or Demodocus. This thought blurs the oral/literate distinction Ong would like to draw. It does however prove that two distinct styles can exist. Most of us, after all, have seen great scholars giving terrible lectures; and great oratory reduced in print to banal repetition. Professor Ong's book does throw new light on this common phenomenon: as indeed it does, *en passant*, on New Criticism, deconstruction, sex-linked languages, the English public schools, *brocolade*, and much, much else.

T. A Shippey

T. A. Shippey is professor of English language and medieval English literature at the University of Leeds.

19th CENTURY BOOKS AND TRACTS FROM

Original material from this unique archive is now available for the first time to the general public. These thirty titles, ranging in price from £3 to £40, are essential for a proper understanding of Muggletonianism. Included, of course, is *Divine Songs of the Muggletonians*, London 1828, £30. Full details from:
Michael Cole of York
The Muggletonian Bookshop
41, Fossgate, York, YO1 2TF, England.

Major New Series

Foundations of Modern Britain

Presents a history of Britain from the point at which she first became a recognizable entity down to 1975. The five volumes concentrate on key themes and problems in concise chapters short enough to be rapidly absorbed, with basic information provided by chronological 'frameworks', and by an extensive compendium of factual information at the end of each volume.

The Eclipse of a Great Power

Modern Britain 1870-1975

Keith Robbins publication March 1983

Enlivened by Professor Robbins' dry wit, this book analyses and illuminates the puzzling mixture of history and diversity, achievement and failure, which characterizes the history of the United Kingdom in this century. Cased 0 582 48871 7 £14.95 net Paper 0 582 48872 5 £7.50 net

The Transformation of Medieval England 1370-1529

John A.F. Thomson publication May 1983

The later middle ages in England were a time of population decline and slow recovery; of social crises and of more gradual processes such as the beginning of land enclosure and the development of copyhold tenure. Dr Thomson considers the major developments in English society and government, which were to shape the character of Britain in the years to come.

Cased 0 582 48876 x probably £14.95 net Paper 0 582 48878 8 probably £7.95 net

Other important new history titles:

The Age of Elizabeth

England under the later Tudors 1547-1603

D.M. Palliser publication April 1983

Many books have been written on Tudor politics, religion and administration, but there has long been a need for a general up-to-date survey of the social and economic aspects of the period. Dr Palliser's new book fills this gap, taking into account the most recent research material available.

Cased 0 582 48500 0 probably £13.95 net Paper 0 582 48502 7 probably £8.95 net

Lord Aberdeen

A political biography

Muriel Chamberlain publication May 1983

Based on extensive research on original papers and official archives, Dr Chamberlain's intriguing study gives a true picture of the career of the 4th Earl of Aberdeen, and at the same time throws light on the numerous domestic and foreign crises in British politics during the first half of the nineteenth century. Cased 0 582 50482 7 probably £19.95 net

The Longman Handbook of Modern British History 1714-1980

Chris Cook and John Stevenson publication May 1983

Here, in a single compact reference volume, are all the essential facts and figures of British history over the past two and half centuries. A practical and accessible companion for students and teachers alike.

Cased 0 582 48518 1 probably £10.95 net Paper 0 582 48527 7 probably £6.95 net

For information and inspection copies or our new catalogue of history titles please write to Linda Codrill, Longman House, Burnt Mill, Harlow, Essex CM20 2JE

Longman

The Problem of Unbelief in the Sixteenth Century

The Religion of Rebellious by Lucien Febvre translated by Beatrice Gottlieb. Febvre's magisterial study of 16th century religious and intellectual history, published in 1942, is now available in English. Despite the subtitle, it is not primarily a study of Rebellious; it is a study of the extraordinary richness of texture, cultivated by a wealth of concrete detail, great intelligence, and wit. January 1983, £24.00.

Hideyoshi

MARY ELIZABETH BERRY. Hideyoshi - peasant turned general, military genius, and imperial agent of Japan - is the subject of an immense literary literature. But known for the conquest of Japan's 16th century warlords and the invasion of Korea, he is known too as an extraordinary showman who rebuilt cities, erected a colossal statue of the Buddha, and entertained thousands of guests at tea parties. But his policies shaped the course of Japanese politics for almost 300 years. December 1982, £24.00.

The Secret History of the Mongols

translated and edited by FRANCIS WOODMAN CLEAVES. The precise dating and authority are uncertain, but the importance of the 13th century history is beyond dispute. This is the first English translation made directly from the Mongolian, rather than through the writings of Iranian and Chinese historians. February 1983, £16.00.

HARVARD University Press

126, Buckingham Palace Road, London SW1W 9SD

BOOKS

HISTORY

Popular memory

Making Histories: studies in history-writing and politics edited by Richard Johnson, Gregor McLennan, Bill Schwarz and David Sutton

Hutchinson Educational, in association with the Centre for Contemporary Cultural Studies, £15.00 net, £6.95

ISBN 0 09 145210 4 and 145211 2

This book of essays is one of a series emanating from the Centre for Contemporary Cultural Studies, in the University of Birmingham. Previous volumes in the series have included *On Ideology* (described in *Tribune* as "an important contribution to socialist thought") and *Unpopular Education* (described by a reviewer as dealing with "questions of central importance to socialists and feminists working in and around the education system").

The present book is a series of essays dealing with various aspects of Marxist history. As commonly happens with collections of this kind, there is some variety between the nature of the differing contributions, although here a deliberate attempt is made to connect up with various segments, and all share a common anxiety about the state of Marxist historiography and its ability to permeate the working class with its gospel.

It is possible to see in part one of this book - "Historians and the people" - three essential core of the volume. Three essays appear here, David Sutton on "Radical Liberalism, Fabianism and social history", Bill Schwarz on "The people in history: the Communist Party historians' group, 1946-56" and Gregor McLennan on "E. P. Thompson and the discipline of historical context". The subject matter here is more narrowly the practice of history by radical historians in the present century. In the first essay, the Hammonds receive a basically favourable treatment which barely mentions any weaknesses or an approach rather on the hagiographical side. A later generation forms the subject matter of the remaining two essays. Here some of the significant Marxist historians are taken to task for their regrettable shortcomings. There is, for example, some gentle chiding directed at such lesser errors as prolonged support for Stalinist Russia. Mention of the appearance of one of the main figures in the story, Maurice Dobb, in "recent batches of 'treason' literature" or explanation of the "clear political intervention" in one of Dobb's books are written during the time of the 'Marx-Soviet pact', is relegated to the distant obscurity of a note. Much more deserving of condemnation is the failure of many of the most eminent Marxist historians, including the great trinity of Christopher Hill, Eric Hobsbawm and E. P. Thompson, to follow a line of theoretical orthodoxy which appears to the authors here who 'dearly' label themselves 'very seriously' indeed. The prolonged discussions of these matters is irresistibly reminiscent of doctrinal disputes within the early church.

At times indeed the criticisms here take on a distinctly ludicrous tinge, and surely even the ranks of Trotsky could scarce bear a modestly sympathetic glance at the extent to which E. P. Thompson appears here as a patient victim of the enormous condescension of posterity. Bill Schwarz, for instance, tells us that "it is not true (in his experience) that 'non-academic' and Thompson particularly, 'easy reading'. Consider this statement carefully as a piece of style."

Whereas Thompson sees the Mark of Capital locked into an idealist self-propagating maze of categories, divorced from real social relations, Dobb is at pains to demonstrate how abstraction from historically concrete circuits of capital is an integral and necessary moment in order even to reach the concrete as the ensemble of 'many determinations'.

Quoting out of context can sometimes exaggerate stylistic weaknesses, but it remains true that much of this book is written in a jargon-ridden and convoluted style of exposition calculated to cause problems for even the most conscientious reviewer. A continuing preoccupation of the contributors is a fear of intellectual elitism, the danger that absence of a "common touch" may stand in the way of a proper formulation of class relationships. The volume itself is an adequate demonstration that these fears have a solid foundation. It would indeed be possible to find something pathetic in the enormous gulf which separates this group of Marxist intellectuals from what is sometimes called, condescendingly, "ordinary people", if it were not for one further characteristic of their work. This feature appears sporadically at a number of points within the volume, but is explicitly enunciated in one of the other essays "Popular memory: theory, politics, method", contributed by the Popular Memory Group.

The basic problem tackled here is that existing historical traditions which enjoy wide currency are not at all conducive to the triumph of Marxism, and this essay therefore discusses the best way of creating new traditions to replace them. As another contributor remarks (again in the decent obscurity of a note): "Conservatism has recently proved itself to be the only publicly established national force which is in a position to accommodate popular fears and objections."

It is possible that this kind of double-talk involves a brand of self-deception as to the implications of what is being proposed, although the accompanying comment suggests instead a full awareness of the extent of the breach with orthodox concepts of probity in scholarship. The book appears very much as a corporate effort, with no suggestion that such views as these are confined to the Popular Memory Group itself. No doubt the obvious riposte is to claim that the Popular Memory Group's proposals merely make overt what others may do implicitly.

Norman McCord is professor of social history at the University of Newcastle.

placed by Anglo-Saxonism during the sixteenth and seventeenth centuries: an interest in the Anglo-Saxon past was first cultivated by the leaders of the Reformation, anxious to show that the new practices were but a return to the old, and was then extended by the parliamentarians, equally anxious to show that their demands and aspirations represented no more than the restitution of what the people had once enjoyed. Anglo-Saxonism developed further into a myth of racial superiority, which held that the English were the rightful guardians of democracy and leaders of the world, but it was finally undermined by hard-headed scholars of the twentieth century with little sympathy for such delusions of grandeur.

The quality of Virgil's *Aeneid* (which provided the Romans with an account of their Trojan origins) may not have been matched by Alex Haley's *Roots* (which provided the American black with his African ancestry) and Erich von Daniken's *Chariots of the Gods?* (which conceives the whole of mankind as the offspring of men from outer space), but the popularity of these modern examples of the genre suggests that origin legends have lost none of their appeal.

Professor MacDougall is concerned with the two origin legends that predominate in English history. The first, he says, is that enshrined in Geoffrey of Monmouth's *History of the Kings of Britain*, written about 1136 and apparently intended to convince the world that the Normans could be regarded as heirs to the dominions of Arthur and to the supposedly Trojan forebears. The second is "Anglo-Saxonism", by which he means the belief that the origins of the English people can be traced back to the (alleged) arrival of Hengist and Horsa in 449; and that their rights and institutions are accordingly a legacy from Anglo-Saxon England.

His argument is that the British myth and Anglo-Saxonism, throughout the Middle Ages, have eventually exposed a latent fiction and replaced by Anglo-Saxonism during the sixteenth and seventeenth centuries: an interest in the Anglo-Saxon past was first cultivated by the leaders of the Reformation, anxious to show that the new practices were but a return to the old, and was then extended by the parliamentarians, equally anxious to show that their demands and aspirations represented no more than the restitution of what the people had once enjoyed. Anglo-Saxonism developed further into a myth of racial superiority, which held that the English were the rightful guardians of democracy and leaders of the world, but it was finally undermined by hard-headed scholars of the twentieth century with little sympathy for such delusions of grandeur.

MacDougall's presentation of this familiar theme is lively, and leads the reader down many interesting paths: for example, the curious idea of Veitstegen's *Restitution of Decayed Intelligence* (1605) and Hare's *St Edward's Ghost* (1647) are accorded the distinction of an intellectual context, and the somewhat belated emergence of the cult of King Alfred the Great is made easier to understand. But it is unfortunate that no consideration is given to the origin legends of the Anglo-Saxons themselves, for it is surely remarkable that they cling so faithfully to their Germanic past when so many of their contemporaries preferred to be the Romans and fancied themselves as the descendants of Trojans. Moreover, MacDougall may overstate the extent to which the Anglo-Saxon tradition was eclipsed after the Norman Conquest by the popularity of Geoffrey's *History*, and underestimate the degree of antiquarian interest in the Anglo-Saxons for their own sake: consequently, the emphasis on the 'rise of Anglo-Saxonism' in response to religious and political needs seems to be somewhat artificial.

Simon Keynes

Simon Keynes is lecturer in Anglo-Saxon history at the University of Cambridge.

There are a number of ways in which this should be done. To take one suggestion offered here, sources such as the work of radical theatre groups like 7:84, Red Ladder and The Monstrous Regiment should be given as much 'interest and support' as historical monographs and periodicals. The main mode of progress, however, should be the reconstruction of the past in the light of a clearly-formulated two-stage process. The first stage will resemble what is commonly thought of as historical research, but the second, and in many ways the more important step, is to reconsider the fruits of stage one in the light of preconceived theoretical beliefs about society and its relationships. The dominant consideration has to be that "the need for an active, popular and politicized sense of the past has never been clearer". To this end it is important: to maximise opportunities for second thoughts, for further analysis of primary results and first impressions, for rethinking and "making strange" familiar appearances. . . . It is not enough that the production of first accounts be respected in the sense of being left untouched. Really to respect them is to take them as the basis for larger understandings, for the progressive deepening of knowledge and for active political involvement.

more recovery or re-creation is going to do.

There are a number of ways in which this should be done. To take one suggestion offered here, sources such as the work of radical theatre groups like 7:84, Red Ladder and The Monstrous Regiment should be given as much 'interest and support' as historical monographs and periodicals. The main mode of progress, however, should be the reconstruction of the past in the light of a clearly-formulated two-stage process. The first stage will resemble what is commonly thought of as historical research, but the second, and in many ways the more important step, is to reconsider the fruits of stage one in the light of preconceived theoretical beliefs about society and its relationships. The dominant consideration has to be that "the need for an active, popular and politicized sense of the past has never been clearer". To this end it is important: to maximise opportunities for second thoughts, for further analysis of primary results and first impressions, for rethinking and "making strange" familiar appearances. . . . It is not enough that the production of first accounts be respected in the sense of being left untouched. Really to respect them is to take them as the basis for larger understandings, for the progressive deepening of knowledge and for active political involvement.

It is possible that this kind of double-talk involves a brand of self-deception as to the implications of what is being proposed, although the accompanying comment suggests instead a full awareness of the extent of the breach with orthodox concepts of probity in scholarship. The book appears very much as a corporate effort, with no suggestion that such views as these are confined to the Popular Memory Group itself. No doubt the obvious riposte is to claim that the Popular Memory Group's proposals merely make overt what others may do implicitly.

Norman McCord is professor of social history at the University of Newcastle.

placed by Anglo-Saxonism during the sixteenth and seventeenth centuries: an interest in the Anglo-Saxon past was first cultivated by the leaders of the Reformation, anxious to show that the new practices were but a return to the old, and was then extended by the parliamentarians, equally anxious to show that their demands and aspirations represented no more than the restitution of what the people had once enjoyed. Anglo-Saxonism developed further into a myth of racial superiority, which held that the English were the rightful guardians of democracy and leaders of the world, but it was finally undermined by hard-headed scholars of the twentieth century with little sympathy for such delusions of grandeur.

MacDougall's presentation of this familiar theme is lively, and leads the reader down many interesting paths: for example, the curious idea of Veitstegen's *Restitution of Decayed Intelligence* (1605) and Hare's *St Edward's Ghost* (1647) are accorded the distinction of an intellectual context, and the somewhat belated emergence of the cult of King Alfred the Great is made easier to understand. But it is unfortunate that no consideration is given to the origin legends of the Anglo-Saxons themselves, for it is surely remarkable that they cling so faithfully to their Germanic past when so many of their contemporaries preferred to be the Romans and fancied themselves as the descendants of Trojans. Moreover, MacDougall may overstate the extent to which the Anglo-Saxon tradition was eclipsed after the Norman Conquest by the popularity of Geoffrey's *History*, and underestimate the degree of antiquarian interest in the Anglo-Saxons for their own sake: consequently, the emphasis on the 'rise of Anglo-Saxonism' in response to religious and political needs seems to be somewhat artificial.

Simon Keynes

Simon Keynes is lecturer in Anglo-Saxon history at the University of Cambridge.

There are a number of ways in which this should be done. To take one suggestion offered here, sources such as the work of radical theatre groups like 7:84, Red Ladder and The Monstrous Regiment should be given as much 'interest and support' as historical monographs and periodicals. The main mode of progress, however, should be the reconstruction of the past in the light of a clearly-formulated two-stage process. The first stage will resemble what is commonly thought of as historical research, but the second, and in many ways the more important step, is to reconsider the fruits of stage one in the light of preconceived theoretical beliefs about society and its relationships. The dominant consideration has to be that "the need for an active, popular and politicized sense of the past has never been clearer". To this end it is important: to maximise opportunities for second thoughts, for further analysis of primary results and first impressions, for rethinking and "making strange" familiar appearances. . . . It is not enough that the production of first accounts be respected in the sense of being left untouched. Really to respect them is to take them as the basis for larger understandings, for the progressive deepening of knowledge and for active political involvement.

It is possible that this kind of double-talk involves a brand of self-deception as to the implications of what is being proposed, although the accompanying comment suggests instead a full awareness of the extent of the breach with orthodox concepts of probity in scholarship. The book appears very much as a corporate effort, with no suggestion that such views as these are confined to the Popular Memory Group itself. No doubt the obvious riposte is to claim that the Popular Memory Group's proposals merely make overt what others may do implicitly.

BOOKS

HISTORY

The love square

Love, Death and Money in the Pays d'Oc by Emmanuel Le Roy Ladurie translated by Alan Sheridan. Scholar Press, £17.50. ISBN 0 85967 655 2

The focus of this book is a celebrated Languedocian short story *Jean l'ont pris* written between 1756 and 1760 and revised a few years later. It is the best known work of the Occitan author and priest, Jean-Baptiste Castor Fabre who died in 1783 having spent most of his working life serving the village communities of Montpelier's hinterland and, for a short period, those of the *pays de Vaunage*, west of Nîmes.

It is the vineyards and scrublands of this latter region which provide the backdrop for Fabre's highly traditional tale of a poor youth who wishes to marry a rich notable's daughter. In order to do so Jean has to overcome not only his own lack of resources, but the hostility of the prospective father-in-law who tries to rob him off with a most hideous young lady for whose pregnancy he is responsible but which she agrees to blame on the lad. Taken at face value *Jean l'ont pris* represents nothing more than a particularly elaborate and entertainingly developed version of the so-called love or marriage square which has persisted and central feature of Occitan literature and drama between 1670 and 1790. The four corners of the love square are: the opponent or rival

obstacle; the girl's father; the hero; and the girl. Invariably the hero overcame the obstacles in his way with a variety of standard devices: the intervention of supernatural forces, the acquisition of a legacy, resort to robbery and skulduggery, stratagems designed to 'devalue' the standing of any rivals and very frequently a seduction of the girl which then obliges the hero to restore her honour through marriage!

In *Jean l'ont pris* the literary conventions associated with the love square are exploited to the limits, this device providing a framework not only for the autobiographical presentation of Jean's personal history but also for that of his father. Both men resort to seduction in order to achieve their objectives but whereas the ambitions of the older man lead him to a life of crime and thus to the gallows, his son succeeds in turning the tables on his opponents, even extracting the where-withal for his marriage from his prospective father-in-law. There is an explicit parallel between the situation of father and son despite their contrasting fates.

Notwithstanding the stereotyped dramatic structure which underpins the tale of *Jean l'ont pris*, and the high sense of parody which permeates it, Fabre's characters are real ones with real problems. Indeed it was Professor Le Roy Ladurie's original intention to devote his analysis to the relationship between Fabre's story and the social reality of the Vaunage. Fortunately this aim was not entirely abandoned and the reader is able to benefit from Le Roy Ladurie's capacity for illuminating the lives and aspirations of common folk. Both the details and the general structure of *Jean l'ont pris* are utilized to this end and skilfully juxtaposed with material from other primary and secondary sources. Particularly useful is the discussion of the various names of the hero, which furnish a fortune, or anticipate an inheritance, roughly equivalent to the dowry brought by the bride. This, Le Roy Ladurie suggests, was

typical of a reality which the formal contracts with their emphasis on the female contribution tended to obscure. These observations form part of a wider view of the intensely hierarchical nature of French society in the seventeenth and eighteenth centuries, in which marriage between social equals was virtually *de rigueur*, and which provides the essential explanation for the rise and fall of the love square as a central theme in Occitan literature.

However the bulk of the book is devoted to quite other considerations involving a radical departure from the author's first intentions and from traditional approaches to *Jean l'ont pris*. For during the course of his researches Le Roy Ladurie became convinced that Fabre's story is simply not explicable if considered only, or even essentially, as an expression of Languedocian society and literature. It is in fact, he claims, an encoded fairy tale with its roots in an ancient and oral culture with which Fabre was undoubtedly familiar. Precisely *Jean l'ont pris* is a variant on the story of *Godfather Death* or *Death's Godson* which originated in Germany or Switzerland in the early fourteenth century and subsequently spread throughout the Christian world. In the nineteenth century it was collected in no less than 350 versions from 30 different nations. Despite the variations engendered by such proliferation the recurrent and central theme revolves around a child who, given death for a god-parent, manages at first to profit from the relationship, and even outwit death for a time before succumbing to the inevitable. In *Jean l'ont pris* death is feminized in the person of the grandmother (necessary in the Latin countries for grammatical reasons); the ending is also much more equivocal with the contest between the hero and death still unresolved. Jean seemingly in command of the situation but his marriage not finally sealed. None the less the weight of evidence adduced by Le Roy Ladurie to support his thesis seems overwhelming. Faced with an amazingly rigorous textual and etymological analysis in which *Jean l'ont pris* is compared with dozens of variants of *Godfather Death* (168 are cited in the bibliography) the reader is left with little alternative but to accept the author's argument.

Not only does Le Roy Ladurie show that the structure of the story is based on *Godfather Death* (and bits of *Cinderella*) but that the details do not make full sense without a thorough knowledge of the popular oral culture from which they were drawn and without grasping the codes employed by Fabre to disguise his meanings. These Le Roy Ladurie suggests were diabolical, Christian and discriminatory (anti-Huguenot, for example). Once this is understood all the bizarre details and incidents - names of characters, violent encounters with a donkey, the crude burial of the grandmother, the role of the matches which she made for a living, the repeated assaults on hair or wigs - are flooded with a new significance. Instead of a highly materialistic, almost profane, presentation of the relationship between love and money in the Vaunage one is left confronting a "hyper-realistic parody of a fairy tale" steeped in the popular and essentially religious culture of Christian Europe. The exceptional favour of *Jean l'ont pris* derives from its synthesis of two different traditions.

This is a powerful and imaginative analysis making a truly worthy successor to Le Roy Ladurie's renowned *Montaigne and Carnival*. It may not be so widely read as these, for much of the argument is of a technical and demanding nature; indeed if there is a 'weakness' in *Love, Death and Money* it is that the author seems over-anxious to take the reader step by step through the processes which led him to his own reassessment of *Jean l'ont pris*. On the other hand, the fact that the book overflows with literary references and comparisons will ensure its permanent value to students of literature and folklore specialists as well as to historians.

David Parker

David Parker is senior lecturer in modern history at the University of Leeds.

History from Oxford

Some major paperbacks

God's Playground

A History of Poland

Volume I: The Origins to 1795

Volume II: 1795 to the Present

Norman Davies

'Norman Davies's stimulating, authoritative and highly readable book meets the demand for a history of Poland in English... skilfully blends historical narrative, analysis and descriptive passages... masterly on Polish Marxism and on the painful construction of the Soviet-controlled Polish state.' *The Economist*. Two volumes £12.50 each

Lord Randolph Churchill

A Political Life

R.F. Foster

'Roy Foster's biography is a masterpiece of sustained and critical intelligence. He writes with an unforced clarity, his analysis of character is crisp and convincing, his explanation of political manoeuvre is full, dispassionate, and persuasive... a biography of outstanding quality, which students of Victorian England will read with pleasure and profit.' *History Today*. Illustrated £9.95

Spain 1808-1975

Second edition

Raymond Carr

'A turning point in Spanish historiography: nothing comparable in scope, profundity, or perceptiveness exists... outstanding work of historical scholarship. The T.L.S. 'An analysis of Spanish economic and social realities without parallel in the English language... magisterial.' *New Society*. (Reviews of the first edition.) £9.95

An Introduction to the History of English Medieval Towns

Susan Reynolds

'Admirably judicious survey of the major themes in medieval English urban history... excellent work of highly imaginative and reflective synthesis.' *History*. Paperback £6.95

The Impact of English Towns, 1700-1800

P.J. Corfield

This is the first detailed survey of eighteenth-century English towns, examining both the impact of their own growth and their collective influence on the wider economy and society. Drawing upon much new material, the book reveals the complexity of the transformation the towns were undergoing in the period. £9.95 O.P.U.S.

Imperialism

The Idea and Reality of British and French Colonial Expansion 1880-1914

Winifred Baumgart

'A well-written, lightly argued analysis... also a penetrating comparative study.' *Historical Journal*. The most complete and the most objective study which has been published to date. *Revue Historique*. £5.95

Parliaments and English Politics 1621-1629

Conrad Russell

'Magisterial in its handling of detailed evidence and its subtlety of argument... Russell comes into his own with the parliaments of the 1620s.' *Austin Woolrych in History*. 'His book will undoubtedly prove to be one of the most important, and certainly the most provocative, that have appeared on early-modern British politics for many years.' *Historical Journal*. £9.95

The Tudor Regime

Perry Williams

'Dr Williams writes with judicious balance, unerring common sense and clarity, handling controversies... deftly and unobtrusively.' *The T.H.E.S.* 'Williams provides much real understanding... the touch is light and the exposition lucid.' *The T.L.S.* £7.95

Peaceful Conquest

The Industrialization of Europe 1760-1970

Sidney Pollard

'A book of great breadth, erudition, and fascinating detail... stimulating and highly readable.' *The Times*. 'An ambitious attempt to chart and analyse the process of industrialization as it spread outwards from its original British seedbeds to the rest of Europe... lucid and informative... a valuable addition to the literature on Europe's industrial growth.' *The Economist*. £8.95

Endurance and Endeavour

Russian History 1812-1980

J.N. Westwood

'A serious and useful introduction to modern Russian history.' *Soviet Studies*. £7.95

For more information about Oxford books on history please write to Sue Thacker, Oxford University Press, Walton Street, Oxford.

Oxford University Press

BOOKS

HISTORY

Living in the past?

The New History: the 1980s and beyond
 edited by Theodore K. Rabb and Robert I. Rotberg
 Princeton University Press, £22.40 and £6.65
 ISBN 0 691 00794 2 and 05370 7

Some time ago the distinguished editors of this volume came to the conclusion that, as a rule, historians concern themselves with the affairs of man's past. This makes them, they decided, uncomfortable with the present and little exercised about the future. A remedy for this sad condition was to take some of these anachronistic specimens in early 1980 to the Villa Serbelloni in Bellagio, Italy, where even those among them most uncomfortable with the present must have fleetingly tolerated its delights.

The task of the colloquium was to trace developments in historiography since the late 1960s and assess what form its future will and should take. This last task caused most difficulty. Some historians happily cantered through recent trends only to fall at the forecasting fence. Certainly, the organizing editors were not timid. American and European scholars had to suggest topics on which historians should focus, avenues of research to be explored, and methods to be cultivated. What about numeracy? Was intimacy with the computer vital? Where were the "traditional skills"? In sum, as they put it, how was Clio's muse to be acculturated and directed? These are indeed big and important questions, not altogether new, but not as frequently discussed as they might be. The level of the colloquium is generally high, though a little rarefied for a profession which, in this country at least, is not a little exercised about its own future. The bewildering multiplicity of possible developments is paraded for our consideration without any troublesome reference to financial resources or such tedious matters as departmental age-structures or teaching ratios.

The questions that are asked about the vitality of particular traditions and styles of historiography are predictable. For example, is political history still a "relevant" sub-discipline? Alas, the contributors are not agreed on whether it has already become outmoded. A historian of Latin America takes most space and predicts that "practitioners" of political history may well change their working habits and hunt in research packs seeking multiregional comparisons. He says they will probably be inclined to define their work according to its subject-matter rather than its methodology. That thought is at least decently tentative. Meanwhile Jacques Revel affirms that political history is alive and, "what is more," seems to be changing; Peter Clarke eschews such bland statements. Lawrence Stone is presumably answering the question: can more be done with family history? It can: volumes will be high but the research growth rate will slacken. He says that we now know the questions, it is just that we do not "yet" have many indisputable answers. A professor of psychiatry wonders whether biography is still worthwhile: it is, if a biographer has a sound knowledge of theoretical systems. Aspirants should have some actual experience with real patients. No particular theory is recommended - Freudian, Jungian, Gestalt, behaviourist, or some other will do. The best plan is to work back from a particular subject to the most useful schema. Ask a consultant.

On another tack, the historian of the 1980s will be guilty of dereliction if he does not know how a computer can assist him in all phases of his work. Be a programmer if possible. And formal training in social science theory, model building and the logic of research is vital. Peter Temin and Barry Supple pour over old problems and new directions in economic history. E. A. Wrigley sees much scope for growth in population history. His list of topics which "promise well" is lengthy, but apparently could be extended almost indefinitely. Bernard S. Cohn and John W. Adams reflect on the increasingly sophisticated relations between historians and anthropologists. William J. Bouwama sees the decline of old-style intellectual history as irreversible, but that may only mean that we are all intellectual historians nowadays. Arnold Thackray sees much promise in the history of science, expecting to encounter a new emphasis on the social dimensions of scientific thought. Of course, historians must learn to speak the language of science. In addition to these contributions, it must be added that there are even some fields of inquiry which are apparently so stale that this volume does not so much as mention them.

A vigorous future? Maybe. Theodore Rabb's excellent concluding essay confronts the difficulty. Does anything unite this multiplicity of sub-cultures and specialisms, each seemingly requiring further refinement? The answer is not very clear. Perhaps, after all, he was right to start with the simple statement that historians concern themselves with the affairs of man's past. After that, as this volume amply demonstrates, it does all get rather difficult.

Keith Robbins
 Keith Robbins is professor of modern history at the University of Glasgow.

For almost everything onto the dead Kitchener: "All-powerful, imperturbable, reserved, he dominated absolutely our counsels at this time". In saying this, the silver-tongued Churchill was doing himself less than justice. In time, a silver pen carried on the work, and the Dardanelles campaign forms the centrepiece of Robin Prior's careful and convincing demolition of the flaws of Churchill the historian. By describing what actually happened and then comparing it with Churchill's version, he displays the unreliability of *The World Crisis* and, in the process, reinforces the case that Churchill must bear much of the responsibility for the Dardanelles fiasco. Churchill as historian reported a "consensus" and "convergence of opinion" in favour of the operation which never existed, shifted responsibility onto the fleet commander on the spot, glossed over the differences between the higher naval authorities, ignored the physical hindrances and grossly over-rated the later potential for success. An examination of the other major military and naval sections of the book reveals a similar pattern of deception and distortion in most cases.

The detailed detective work on the body of the narrative makes absorbing reading; no less interesting are Prior's descriptions of Churchill's working methods. Memoranda were compiled for him by experts, often partial witnesses, and were then adopted and coloured-up if he liked them and rejected if they did not confirm the Churchill line. The amendments made to first drafts are even more revealing. When the First Lord of the Admiralty first heard of the bombardment of Scarborough and Hartlepool on December 16, 1914, he wrote originally that he jumped out of his bath "with exclamations of joy". In the final version, the last two words were omitted.

Churchill wrote for two reasons: to put his own version of events on the record quickly in order to sustain his political career, and to supplement his income. Robt. Prior has written a penetrating and absorbing study of the consequences of those labours which will be read with interest and profit by anyone interested in the Great War or the Great Man.

John Gooch
 John Gooch is senior lecturer in history at the University of Lancaster.

Churchill's account

Churchill's "World Crisis" as History
 by Robin Prior, £15.95
 ISBN 0 7099 2011 3

Historians of the Great War, now more interested in social contexts than in political decisions, rarely concern themselves with debates over strategic "lost opportunities". Proponents of rival strategies - and rival commanders - no longer square up to one another in print as they did twenty years ago.

Then those who saw the western front as the only place where a decisive result could have been achieved found themselves in an embattled minority. Supported by the handful who regarded Haig as a much-maligned intellectual, they were battered by those who regarded the generals as donkeys, while, out at sea, a powerful flotilla of naval historians under the magisterial leadership of Arthur Marder launched salvos at them labelled "Indirect Approach", "Ambiguous Warfare", "Knocking Away the Props", and "The British Way in Warfare". They were exhilarating times, even if one occasionally wondered whether one's allies were not more wrong-headed than one's opponents.

The centrepiece of the debate was the Dardanelles campaign, and - in default of documents hitherto unavailable - the "Easterners" relied in large measure upon the lucid, elegant and convincing account of one of the chief participants, Winston Churchill. In his book *The World Crisis*, the orthodox version, which owed a great deal to Churchill, portrayed the Dardanelles campaign as a brilliant conception which promised to avoid needless slaughter on the western front by offering the opportunity for a bold stroke, which would utilize all Britain's supposed advantages in sea power to knock the Turks out of the way, open up a route to much-needed supplies, and effect the collapse of the Austro-Hungarian Empire. When this over-rated idea failed to work in practice, his most fervent supporter appeared before the Dardanelles Commission of Inquiry and skillfully off-loaded the responsibility

Poor relief

Charity and Bénévolence: the treatment of the poor in the Montpellier region 1740-1815
 by Colin Jones
 Cambridge University Press, £25.00
 ISBN 0 521 24593 1

The poor of pre-industrial France have received a lot of attention from historians since the late 1960s, and some of the great landmarks in the field are the work of British scholars. Olwen Hufton's *The Poor of Eighteenth Century France* (1974) has become an indispensable classic, while Alan Forester's *The French Revolution and the Poor* (1981) carried the story down through the twentieth century.

Colin Jones's book deserves a place in this distinguished company, for it illustrates, complements and enlarges on the outlines which these forebears have made familiar.

Unlike Hufton or Forester, Dr Jones confines his attention to a single area, the department (as it came in 1790) of the Hérault. An early chapter memorably describes the distinctive character of this region, and emphasizes its isolation on how policies devised in Paris to suit northern conditions had unforeseen consequences when attempted in Montpellier. Common sense tells us that nowhere is a guide like any-where else, but we need monographs like this to analyse what is special about each region and its problems. In the Hérault the problem was the lot of the poor but overpopulation flooded the more prosperous littoral

with migrant workers. These people were an accepted part of the local scene, and periodic ferocious orders from Paris to round them up, just like the very different vagabond gangs who terrified the northern plains, left everybody in the south deeply confused.

The timescale in Dr Jones's book is also distinctive. Hufton confined herself to the old regime, leaving us wondering how the Revolution changed the situation she had described. Forester answered this question; or at least he told us what elements of the Revolution destroyed. He did not assess how permanent this destruction was. Jones, however, carries the story down to the Restoration, and shows us that, although as a result of the Revolution poor relief provision was permanently damaged, there was a marked recovery under the Empire, when many of its key features of before 1789 were restored.

On the Revolution itself, Jones adds important nuances to Forester's picture. He is not as inclined as Forester to give the revolutionaries brownie points for their good intentions, regardless of actual achievements, but he does show that one of their more grandiose schemes, the establishment of a national register of those entitled to poor relief, actually got off the ground in a limited way before the Thermidorians abandoned it. He completely shares Forester's contempt for the regimes between 1794 and 1799, but his chapter on that period is the weakest in the book. Most of it is about those years at all, and it makes the reader wonder whether the achievements of the various regimes in this sphere were as negligible as he says. The number of measures discussed in other chapters dating from this time is rather striking, and suggests that there may be room for a whole monograph re-appraising Thermidorian and Directorial attitudes and policies towards the poor.

Writers on the poor seemingly cannot forgive the men of the late Revolution for being rich. They enjoy sneering at the role played by the comfortably-off in poor relief, and yet all the evidence they produce suggests that it was crucial, whether under the old order or Napoleon. The early Revolution drove them out, but put nothing substantial in their place. The Directory began the process of reintegrating them, an achievement that should not be underestimated when the impossibility of more grandiose public relief measures had been recognized.

As its title implies, this is a book about the treatment of the poor rather than the poor themselves. Two important chapters explore the popular attitude to charity and medicine under the old regime, but we are left to guess how the poor viewed what happened to them after 1789. Montpellier and its region have proved a rich source of evidence, however, on what the literate thought about the poor, how their thinking changed over three crucial generations, and what the practical effect of these changes was. Particularly striking is the use made of the will-analysis technique pioneered by Michel Vovelle to show how the religious motivation went out of poor relief, and charity gave way to *bénévolence*. Enlightened writers and thinkers had long argued that it should, and that as a result the poor would be better served. This book shows that when it did, they were not.

William Doyle
 William Doyle is professor of modern history at the University of Nottingham.

Just Published
BRITAIN AND AFGHANISTAN IN HISTORICAL PERSPECTIVE
 by Cyriline Mayravyll
 ISBN 0 9508020 18
 184 pages, 4 photo, 1 map
 Price £12.00
 Britain and Afghanistan in Historical Perspective analyses British relations with Afghanistan. The book is the first and only authoritative and well-illustrated study of the Anglo-Afghan relationship covering the whole of the British colonial period. COMING PAGES
 20 Colindale Ave, London N10 2AB

BOOKS

HISTORY

National leader

De Valera and the Ulster Question 1917-1973
 by John Bowman
 Oxford University Press, £17.50
 ISBN 0 19 822681 0

There are two kinds of revisionist Irish historiography: one based on the scholarly analysis of new or hitherto neglected sources; another, more political, and inspired by the Northern Ireland problem, which seeks deliberately and with the best of intentions to ameliorate the Ulster crisis, even at the cost of historical truth.

John Bowman's study of De Valera and the Ulster question is revisionist history of the former kind, and is an excellent example of what the historian can achieve by the careful and critical use of his material. The sources are not complete, for De Valera's private papers remain closed to researchers until 1985; and it might seem that Dr Bowman should have bided his time until then. But there are good reasons why he is justified in publishing now. The private archive may well prove disappointing, for De Valera was a politician who believed in committing little or nothing to paper. And much of Dr Bowman's evidence is taken from published sources, especially newspapers, through which he has searched in order to trace De Valera's attitude to one of the great obsessions of his political life.

This book is therefore a collation of the thought, public and private, of the man who came to personify twentieth-century Irish nationalism. Dr Bowman reveals that De Valera's attitude to partition cannot (as his semi-official biographers, Longford and O'Neill, suggested) be encapsulated in a simple formula: he was the whole spectrum, from his belief in 1917 that Ulster Unionists were a "rock" that should be "blasted" away, to his warnings in 1921 that any attempt to impose unification by force must end in bloody and disastrous failure. But this does not mean that Dr Bowman was confronted with the relatively easy task of demonstrating that De Valera quickly saw the error of his early ways. His close reading of the sources reveals the complex and the paradoxical nature of De Valera's Ulster policy.

De Valera early on ruled out the use of force as a means of uniting Ireland; he was however firm in his conviction that the whole island of Ireland was the "natural" unit of a sovereign Irish state. And in analysis Dr Bowman draws attention to an often overlooked fact: that much of De Valera's activity was constrained by his leadership of his party, Fianna Fail, and by his determination to fashion that party into a national movement, one that would capture the core of nationally minded people in Ireland, and thus take, and retain power.

This political ambition meant that De Valera's partition policy was conditioned, not by the necessities of Irish unity (which surely required a pluralistic approach) but by the expediencies of southern Irish electoral politics; and by the need to ensure that he was never outflanked by the more extreme nationalist elements like the IRA. It was conditioned also by his assumption that the only true Irish identity was that founded on the Gaelic and Roman Catholic historical experience; his 1937 constitution claimed a jurisdiction over the whole of Ireland, but was based on an exclusive interpretation of Irish political culture. And while Dr Bowman suggests that De Valera was not always so insensitive to Ulster Unionism, he makes it clear that the narrow interpretation of Irish nationhood was one that he rarely questioned.

Paradoxically, De Valera's version of nationality could help direct his

partition policy into pragmatic ways. He balanced the unlikelihood of immediate advances on unification against the possibility that he could, in the circumstances, win concessions on sovereignty from a British government that, Dr Bowman shows, was always anxious to meet De Valera half way, provided that it was not expected to coerce the Ulster Unionists into a united Ireland. If Ulster was indeed peopled by obstinate "west Britons", could not the British be manoeuvred into giving the "real" Ireland compensation elsewhere?

The 1938 Anglo-Irish agreement, with its important gains for Dublin, was the first tangible victory for the new southern Irish partitionism. Dr Bowman's researches also prevent a simplistic revisionist interpretation of the British role in the partition of Ireland. It is plain that Britain did not stand in the way of Irish unity; but she had a role to play, one, however, that was thrust upon her by Dublin, rather than deliberately sought by the British Government. Southern Irish neutrality in the Second World War - perfectly understandable in itself - placed Dublin at a grave disadvantage when it sought to place partition on the political agenda. De Valera was not prepared to jeopardize sovereignty for unity in 1940; no one can blame him for that; but it did not augur well for a renewal of the controversy in 1945. And when De Valera's political opponents took Ireland out of the Commonwealth in 1949 Ulster Unionists were provided with a golden opportunity to ask the British Government for a guarantee that the constitutional position of Northern Ireland could only be altered with the consent of the Stormont Parliament. This only formally recognised realities; nevertheless it represented a constitutional triumph for Ulster

Unionists, and one presented to them by Dublin possibly, Dr Bowman suggests, against De Valera's wishes.

Dr Bowman's historical research is enlivened by his occasional and interesting forays into the fields of political science and political geography. He demonstrates convincingly that the hardening of the border - a boundary that seemed by no means permanent when it was established in 1920 - was as much the consequence of nationalist as of Unionist attitudes. But De Valera's instinct was not, as is commonly believed (even by members of his own family) to seek to alter this border by uncompromising means. On the contrary, his approach was predominantly pragmatic and occasionally heretical. As is so often the case, however, a great political leader's so-called inheritors have chosen to ignore the complex reality of their founder's legacy for fear of the unease and embarrassment that a true appreciation might cause to themselves.

This book is not the product of a politically inspired revisionism that would seek to put its subject in the dock. It would be a much less valuable work if it were. On the contrary Dr Bowman has paid De Valera the long overdue compliment of treating him as an historical figure whose reputation must be subject to scholarly reassessment. In this he has succeeded admirably; and it is to be hoped that he will now undertake in the same spirit a full-scale study of all aspects of the political life and thought of what he aptly describes as Fianna Fail's "guru and one-time headmaster".

D. G. Boyce
 D. G. Boyce is reader in government at University College, Swansea.

French continuity

The Origins of France: from Clovis to the Capetians, 500-1000
 by Edward James
 Macmillan, £15.00 and £5.95
 ISBN 0 333 27051 7 and 27052 5
 Normandy before 1066
 by David Bates
 Longman, £6.95
 ISBN 0 582 48492 8

In the fifth century the Western Roman Empire was overrun by Germanic peoples whose replacement of its institutions and culture with their own laid the foundations of the nations of modern Europe. In the tenth century the process took an important step further when a corner of northern France was colonized by even more savage Scandinavians, whose remarkable aptitude for war and preoccupation with the development of feudalism enabled them to conquer England and various parts of the Mediterranean basin.

Such, in caricature, is a common view of early medieval Europe. Like most such caricatures it reflects an obsolete but tenacious orthodoxy. These two books deserve to kill it. They are important not so much for their novelty - though both have new clarity and verve with which they have drawn the conclusions of thirty years' active and complex research over a very wide area into a general framework, and in a form designed for a non-specialist readership.

Edward James writes in the tradition of revolt against nationalism, and therefore centralist, historiography which has characterized so much of the best modern work on France. His preoccupation is not with the occasional lurches of the successive masters of the Paris region towards the independent development of the different parts of Gaul, each with its particular pattern of topography and economy, Roman inheritance, migration and consolidation of power. Hence, compared with his predecessors, he emphasizes the south rather than the north, nobility rather than monarchy, continuity rather than change. The narrative may occasionally lag a little - for the destinies of one noble family are fought out much as those of another, however judiciously dis-

buted on the map - but it often sparkles, especially when the author's command of the archaeology and literature of Merovingian Gaul is in play, and compresses great erudition with remarkable skill.

Continuity is also the essential theme of David Bates, who emphasizes throughout "the essentially Frankish character of Norman government and society in the eleventh century". He is readier than some to suppose that Charles the Simple's grant of the land around the mouth of the Seine to Rollo in 911 was accompanied by heavy settlement, but argues convincingly that if so it was not sustained, and that political and economic links with Scandinavia faded rapidly. Nor did Viking tradition leave much mark on the developing principality.

On the contrary, what enabled William II to survive the wars and rebellions of his father's and the early part of his own reign with his power intact and his duchy on the point of dramatic political and economic expansion was that his predecessors had managed to hang on to the customs and prerogatives of the Carolingian county which Rollo had taken over "as a going concern". The Norman aristocracy was therefore markedly less successful than its neighbours in annexing the rights and powers of the crown to itself, and feudal development in Normandy was correspondingly slower. But the path was the same, and the crisis was the result not of a scramble for power by adventurers and interlopers, but of the same transition which has been identified in Burgundy, Anjou, Maine, Flanders and elsewhere, from partible inheritance to primogeniture and from private property to benefice, which preserved the patrimonies of the great Carolingian families from fragmentation. Hence, as Bates puts it, "the final result of the events of the second quarter of the century... was to make those families who were already strong even stronger."

That is the most striking illustration of how the competing results of his own scrutiny of the Norman evidence with what has been learned about the rest of northern France in recent years Bates has provided a fresh background to the conquest of England, and an important regional study in its own right.

R. I. Moore
 R. I. Moore teaches history at the University of Sheffield.

History and Archaeology from Methuen

Second Edition The First Industrial Nation An economic history of Britain 1700-1914 PETER MATHIAS

In this new edition of his classic text Peter Mathias incorporated the results of the considerable research on the development of the British economy between 1700-1914 which has been carried out since it was first published in 1969.
 'There is little doubt that this book will become compulsory reading.'
The Times Educational Supplement (of the first edition)
 512 pages (April)
 Hardback 0 416 33290 0 £12.95
 Paperback 0 416 33300 1 £6.50

Humanity in Warfare The modern history of the international law of armed conflicts GEOFFREY BEST

'Geoffrey Best's book is a symptom of, and (one hopes) a stimulus to, a renewed interest in... that difficult and paradoxical subject, the laws of war... He is concerned here almost exclusively with the questions of law during warfare: the rights and duties of occupants, the law governing neutrality, the treatment of prisoners of war, limitations on particular weapons and methods of war, and so on... This is an excellent book, much to be recommended to lawyers, soldiers, students and even to civilian non-combatants.' *New Society*
 For the paperback edition Geoffrey Best has included, amongst other things, a discussion of the Falkland Islands conflict.
 420 pages
 Paperback 0 416 54810 6 £6.95

Plenty and Want A social history of diet in England from 1815 to the present day JOHN BURNETT

How greedy are the rich? How hungry are the poor? Do people in the country live better than in the towns? These are some of the topics discussed in John Burnett's valuable and absorbing study of what Englishmen ate in the nineteenth and twentieth centuries, from Waterloo to the present day.
 This revised edition, reissued in 1979 with a new final chapter to bring it up-to-date, is now available as a University Paperback.
 388 pages
 Hardback 0 85967 461 4 £10.00
 Paperback 0 85967 462 2 £3.95

Education as History Interpreting nineteenth- and twentieth-century education HAROLD SILVER

Harold Silver sets out in this book to explore the nature of the social history of education. He investigates what aspects of the history of education have been neglected, and discusses why. The themes explored include the relationship between education and the emergence of social science, the reputations of educationalists, expectations of higher education in the twentieth century, the use of education against poverty, and education as policy and as case study.
 352 pages (April)
 Hardback 0 416 33310 9 £12.50
 Paperback 0 416 33320 6 £6.50

The Prehistory of Denmark JØRGEN JENSEN

In this wide-ranging synthesis Jørgen Jensen provides both an up-to-date survey of the prehistory of Denmark and a detailed analysis of the problems, theories and literature of modern Danish archaeology. The text is clearly illustrated with figures and photographs, and a bibliography provides more than 700 titles covering Danish archaeological research since 1950.

352 pages (April)
 Hardback 0 416 34190 X £14.95
 Paperback 0 416 34200 0 £8.95

The Identity of Man As seen by an archaeologist GRAHAME CLARK

This book is a study of the origins of mankind and the reasons why man differs from the other primates in possessing both animal appetites and awareness of those gods. Professor Clark argues that whereas the behaviour of other animals is determined largely by their genetic make-up, and is relatively stable, that of man is guided by his social environment and is therefore constantly changing.
 The author draws on his considerable experience of archaeology and anthropology and on a wide range of other sources to throw light on the question of man's identity. The book is fully illustrated and will be of interest to general readers as well as specialists in the field.
 208 pages, illustrated (April)
 Hardback 0 416 33550 0 £12.50

All prices are net in the UK only.
METHUEN
 11 New Fetter Lane, London EC4P 4EE

New Books on HISTORY from Allen & Unwin

Augustan England: Professions, State and Society 1680-1730
 Geoffrey Haines
 The book is based on extensive study of the period, and will serve as a guide to the research in this field. The Times Higher Education Supplement, 1983, p. 10.
 1982 0 04 942176 8 Hardback £15.00

Gregor Strasser and the Rise of Nazism
 Peter D. Stachura
 A comprehensive and scholarly assessment of Gregor Strasser's significance and ultimate tragic career, based largely on previously unpublished German archival material.
 April 1983 0 04 943077 0 Hardback £12.50

Zabern 1913: Consensus Politics in Imperial Germany
 David Schoenbaum
 The first full-length study (in any language) of the character and development of the Zabern crisis, the only case study in German history to be published in English.
 1982 0 04 943082 4 Hardback £12.50

Britain, Europe and the World 1850-1982
 Illusions of Grandeur
 Bernard Porter
 A highly readable and vivid book which traces and analyses Britain's relations with continental Europe, her empire and the wider world from Parliament's time to the Falkland conflict of 1982.
 May 1983 0 04 943081 9 Hardback £10.00

The Nazi Machtergreifung
 Edited by Peter D. Stachura
 January 1983 marked the fiftieth anniversary of the seizure of power in Germany by Adolf Hitler's Nazi Party. This volume is therefore a timely study of the political and social conditions for the triumph of National Socialism in 1933.
 1983 0 04 943082 4 Hardback £12.50

The State, France and the Sixteenth Century
 Howard A. Lloyd
 A original contribution to the study of the development of the political and social conditions in a period of crisis.
 March 1983 0 04 943082 4 Hardback £12.50

Northampton: Patronage and Policy at the Court of James I
 Ulick Laffey
 This book is a study of the role of Northampton in the court of James I, and the influence of the Duke of Northampton on the policy of the king.
 1982 0 04 943177 8 Hardback £12.50

War and the State: The Transformation of British Government 1914-1919
 Edited by Richard D. Smith
 The first full-length study of the transformation of British government during the First World War.
 1983 0 04 943082 4 Hardback £12.50

Basil Blackwell

On History

And Other Essays
MICHAEL OAKESHOTT

In this important new book, one of Britain's most respected political theorists gives an original treatment of the logic of historical understanding. He also discusses the rule of law and the Tower of Babel.
204 pages, £12.00
[0 631 13114 0]

The Pursuit of Power

Technology, Armed Force and Society from A.D. 1000
WILLIAM H. MCNEILL

A magnificent achievement, a soaring work of scholarly imagination, by far the most interesting study in the field of military history that this reviewer has read in many years. John Keegan, *New York Review of Books*
416 pages, £15.00
[0 631 13134 5]

Thomas More: History and Providence

ALISTAIR FOX

A genuine landmark... this excellent book, which adds to the virtues of substance a lucidity and readability not commonly found among either literary or historical studies, provides the first solid basis on which further work can be undertaken. G.R. Elton, *New York Review of Books*
284 pages, £17.50
[0 631 13094 2]

The Court Society

NORBERT ELIAS

A rigorous analysis of the organization and dynamics of court society at all levels, looking particularly at the strategies various elites used to maintain their status and the monarch's manipulation of their rivalries to maintain his power. (April) 312 pages, £15.00
[0 631 19670 6]

Love and Power in the Peasant Family

MARTINE SEGALAN

Drawing on a wide range of documentary material and studies of the family during the last two centuries, this book examines the nature and role of the family in rural Europe. With particular emphasis on the changing role of women. (April) 224 pages, £15.00
[0 631 12626 0]

History and Class

Essential Readings in Theory and Interpretation
Edited by R.S. NEALE

Key statements on the theory and interpretation of class by Asa Briggs, Karl Marx, Max Weber, Gareth Stedman Jones, Craig Calhoun, E.P. Thompson, Harold Perkin, Peter Laslett, John Foster, Gertrude Himmelfarb and R.S. Neale. (April) 336 pages, hardback £19.50 [0 631 13016 0], paperback £6.50 [0 631 13135 3]

Basil Blackwell Publisher
108, Cowley Road, Oxford OX4 1JF

BOOKS

HISTORY

Combative moderation

Peaceable kingdom: stability and change in modern Britain
by Brian Harrison
Oxford University Press, £22.50
ISBN 0 19 822603 9

Dr Harrison's central concern is the process whereby the British social and political systems became infused with moderation and humanity. His answer lies not with fashionable generalizations - "the establishment of bourgeois hegemony", "the rise of a viable class society" - which confuse explanation with description, but with an analysis of the processes through which cohesion has emerged out of conflict, creating not so much agreement as equilibrium.

The heroes and heroines of these eight essays (three have been published before) are the moderates. Historians are accused of having too often seized upon retrospectively glamorous extremists of either left or right at the expense of the politicians who unobtrusively have actually got things done. Thus, in an excellent first chapter on the suffragettes, which attempts to understand the resort to violence by the followers of "the disastrously courageous Emmeline Pankhurst" without dismissing them as either mad or stupid, there is no concealing the fact that Dr Harrison's real sympathies lie with Mrs Fawcett and the suffragists.

Intentionally, but without preaching, each essay offers a message to present-day campaigners who will doubtless feel outraged by the combative moderation of the author's own point of view. The revised version of his *English Historical Review* (1973) article on animals and the state has much to say on behalf of the political and compromising RSPCA against its still-vociferous critics in the anti-violence and anti-blood sports movements.

The RSPCA also figures largely in the reprinted *Past and Present* (1967) article on religion and recreation, in which Dr Harrison first developed a number of the central concerns of this whole collection: especially "how an abundance of conflict within a society may actually help to integrate it". Far from class lying at the heart of modern British society, with the attendant Marxist expectation of conflict and frustration at its absence, class is but one of many forces of loyalty. It is dominant chiefly in the workplace, whereas most group loyalties and social attitudes are shaped elsewhere, at home, in leisure, by patterns of spending as well as of earning, and by accident of sex. The argument here is not always convincing, for many cultural forms did assume a class dimension, and Dr Harrison himself concedes that the RSPCA, Temperance (but not Total Abstinence) advocates and, above all, Sabbatarians looked suspiciously like enemies of the working class. However it is a valid point, developed in a new essay on respectability, that many values and life-styles transcended class and blunted its appeal.

This is to be seen not simply as a triumph of middle-class values, but rather as an extension of a common middle ground of opinion occupied by members of different classes to take in extremes from both ends of the social and political spectrum. Respectable working men politicians, the bedrock of Gladstonian Liberalism and essential supporters of both major parties today, deserve, and are here given, more generous historical treatment than orthodoxes of left and right have often been willing to accord them.

This theme of rescuing the unfashionable is pursued in a largely rewritten version of an earlier *Victorian Studies* (1966) article on philanthropy, a means by which three excluded groups - the middle class, nonconformists and educated women - were able to express their social identity and, in so doing, were led

farther than they originally intended towards political aspiration and state activity. The historian needs to look not only at how pressure groups were organized but at their rhetoric and the rhetoric of their opponents, from which much can be learned. What intrigues Dr Harrison is the interaction between the social and the political; in short, how things are done. Many popular agitators have been deficient in an understanding of the latter, and historians need to take more seriously those who have understood.

Though each of these essays will doubtless fulfil the author's expectation of arousing the wrath of colleagues on the left and right, both extremes will find satisfaction in the most controversial essay of all, on "The Centrist Theme in Modern British Politics". For as a champion of moderation Dr Harrison believes (as did Roy Jenkins in 1973) in the necessity of maintaining the extremes in order to preserve equilibrium. The two-party system, as the embodiment of the two extremes each united to a part of the moderate centre, has done much to create and preserve the stability of this peaceable kingdom. No comfort here for the Social Democratic-Liberal Alliance, who seek to institutionalize the centre and thereby also the two extremes.

A number of these essays were conceived as an aid to students, who even at the highest levels too often follow the well-trodden paths of an historiography still obsessed with the successful. Dr Harrison has here provided a stimulus to inquiry into the once important but now unfamiliar, without an understanding of which the historian can scarcely truly appreciate the past. Tutors and teachers can be grateful for this, but they should also urge their pupils not to skip the introduction, in which Dr Harrison discusses his own bias and the centrist state of mind. Students with a misguided faith in the objectivity of the written word might be induced to scepticism by this frank exercise in self-criticism. And those who believe that the middle way is their minds will greatly benefit from this study in positive moderation.

Edward Royle

Dr Royle is lecturer in history at the University of York.

A small pond

History of the General Federation of Trade Unions 1899-1989
by Alice Prochaska
Allen & Unwin, £15.00
ISBN 0 04 331087 7

The General Federation of Trade Unions (GFTU) is testimony to the power of institutional survival. As individuals we may have our span of 'mortality', but organizations commonly persist, often with the potent inertia of the vested interests which they sustain, even when their original purposes have been either achieved or proved to be unattainable.

One of the most turbulent decades in the development of the British labour movement gave birth to the GFTU. An assemblage of unionism among the lower skilled had been followed by a counter-offensive from employers, whose coordinated strategies threatened not merely the craft societies, but also long-established challenges. New technologies challenged traditional skills. In the courts, judges discovered novel grounds for curbing union activities. Circumstances thus offered cogent support for the arguments of the infant socialist organizations: that the forces of labour must be unified to meet the consolidated powers of capital, and must be deployed on the political as well as the industrial battleground.

The main forum for debate on these issues was the Trades Union Congress (TUC), at the time a rudimentary institution, lacking even a full-time secretary. Apart from the annual conference, its main activity was to lobby ministers and MPs on detailed legislative questions of con-

cern to member unions; its leading personalities were complacent functionaries, profoundly resistant to ideas for a more extensive and ambitious role for Congress. When pressure for change became too strong to resist, their response was to 'have off' responsibilities to new organizations. Thus the growing demands for a parliamentary presence independent of Liberals and Conservatives alike resulted in 1901 in the formation of a committee which was soon to become the Labour Party. A year earlier, the campaign for a federal system for mutual support in strikes - which assumed urgency following the engineers' defeat in the bitter lock-out of 1897-98 - culminated in the establishment of the GFTU.

In its first year the federation attracted some seventy unions, comprising roughly a quarter of total TUC membership; but such strongly organized sections as the miners and the building trades held aloof. The ideal of aggressive class unity cherished by some advocates of federation was stillborn: the leaders of the GFTU were dedicated to more modest defensive aims. To reduce industrial strife they sought mediation between employers and unions; while to ease the frictions stemming from a multiplicity of competing sectional unions they strove to encourage amalgamations.

After a decade this quiet diplomacy was disrupted by a period of high unemployment and sharp industrial conflicts, depleting GFTU funds. But though its credibility as a purveyor of strike insurance was shaken, two new functions assumed importance. Increasingly the federation acted as representative of British unions at international conferences, an activity in which the TUC showed no interest whatever; and following the 1911 National Insurance Act, the GFTU acted as an "approved society" on behalf of member unions too small to run their own schemes. By 1920, over a million trade unionists were affiliated.

But the GFTU had failed to keep pace with the rapid expansion of British trade unionism, and it was soon to decline into obscurity. Many of the largest affiliates succeeded, often because participation in amalgamation brought confidence in their self-sufficiency. The TUC, transformed by a major internal reorganization, successfully challenged for the right to represent British unions internationally. Little remained for the federation beyond offering research and related advice to a group of tiny, mainly craft societies. Its social insurance functions were largely superseded after 1945 with the extension of state provision, and indeed its formal dissolution was seriously mooted. Yet the GFTU survived, and in the past decade has even drawn in new membership from medium-sized unions. But it remains essentially a small pond in which the minnows among British unions can still make a splash, a "friendly and approachable" social institution, a provider of services for societies which cannot afford them from their own limited resources.

Alice Prochaska's respectful account of the federation's evolution is detailed and often insightful. She argues persuasively that, in its early years, its status and influence were far greater than most historians give credit; and it has endured, she insists, because its more recent and more modest functions have been ably discharged. But it is difficult to accept the book's assertion that "identifies a large gap in our knowledge of British trade union history". An exercise in old-fashioned institutional labour history, this study is of evident antiquarian interest but adds little to our understanding of the main dynamics of the labour movement.

Richard Hyman

Richard Hyman is reader in industrial relations at the University of Warwick.

HUTCHINSON

New and Recent History Titles

new in paperback

AN UNGOVERNABLE PEOPLE

The English and their law in the seventeenth and eighteenth centuries

edited by John Brewer and John Styles.

'Marks a new stage in the historiography of the eighteenth century legal system.' Lawrence Stone *New York Review*

£6.95 paper 09 138201 7 392pp

METROPOLIS AND PROVINCE

Science in British culture, 1780-1850

edited by Ian Inkster and Jack Morrell

A collection of case studies which explore the social basis of science during the first industrial revolution and ask why such a rich variety of cultural-scientific experience should have flourished at the time.

£17.50 hard 09 145180 9 328pp

ENGLISH LITERATURE IN HISTORY

General Editor Raymond Williams

A new series which emphasizes literature in history. Each author has chosen two or three themes which show how ideas and events of immediate importance to writers influenced their work.

ENGLISH LITERATURE IN HISTORY 1730-80

An equal, wide survey

John Barrell

£13.50 hard 09 149820 1 £5.95 paper 09 149821 X 240pp

ENGLISH LITERATURE IN HISTORY 1780-1830

Pastoral and politics

Roger Sales

£13.50 hard 09 149830 9 £5.95 paper 09 149831 7 256pp

MAKING HISTORIES

Essays on history-writing and politics

Centre for Contemporary Cultural Studies

Addresses some of the key problems of politics and methodology that have emerged from the growth and renewal of socialist approaches to historical work.

£15.00 hard 09 145210 4 £6.95 paper 09 145211 2 379pp

Hutchinson, 17 Conway Street, London W1P 6JD

BOOKS

HISTORY

Partisan voting behaviour

Electoral Behaviour in Unreformed England: plumpers, splitters and straight
by John A. Phillips
Princeton University Press, £26.10
ISBN 0 691 05365 0

This essay in historical psephology owes a great deal to the pioneering work of political scientists on both sides of the Atlantic on elections of all types in different periods and states for its methodology.

By the analysis of the electoral behaviour of more than 15,000 electors in four English boroughs - Leves, Maidstone, Northampton and Norwich - at the eight general elections between 1761 and 1802, John Phillips has set out to answer important questions as to the levels and consistency of electoral participation, the development of partisan voting behaviour and the relationship between social status or religious belief and that behaviour. He is therefore challenging many long-held assumptions about the working of the electoral system in what he calls 'unreformed England', assumptions encouraged by the strength of the parliamentary reform campaign before 1832.

That campaign, the functioning of parliamentary political parties and the role of political ideology have all been the subject of a number of often revisionist studies, while there has been little interest in electoral politics. This neglect can be explained by the size and complexity of the task involved in an accurate assessment of the electorate and its behaviour. Surprising discoveries by those who have begun to analyse late seventeenth and early eighteenth century pollbooks have indicated how unsure has been the state of knowledge of the electorate in the centuries before 1832 and how valuable such research would be. Phillips acknowledges his great debt to the latest developments in computer technology and programming in going some way further to fill the gaps.

Voting patterns in the four constituencies are set firmly in the general context of eighteenth and early nineteenth-century electoral politics. Together with John Cannon's *Parliamentary Reform, 1640-1832* (1972), this book provides a useful guide to eighteenth-century electoral history. The descriptions of varieties of franchise qualification, for borough voting are models of clarity and brevity. Unfortunately, the book's index is grossly inadequate so the student will have to work through the whole text and its generous footnotes to uncover such nuggets.

'Theories of representation', 'electoral mobilization' and 'uncertainty coefficient' find their place in the index, but franchise qualifications and even boroughs do not. Similarly, Phillips gives little away to the researcher who might wish to experiment with his computer techniques. Though he includes an appendix describing his technique for overcoming the difficulties of matching data on individual voters, 'Nominal Record linkage', he does not outline the type of computer programs or statistical analysis used. There are lots and lots of 'chances' in the text and statistical tables.

The use of a sample of four boroughs as a basis for general conclusions about the borough electorate is obviously a gamble with risks of which Phillips is constantly aware. He defends the four as 'a non-random, but sufficiently representative basis' since they came from 'the relatively large and reasonably open borough constituencies'. It would be easy to criticize such a limited sample, but the size of the project and the use of longitudinal comparison of successive elections well justifies the attempt. This small sample presents such a multiplicity of voting practice and behaviour that generalization about pre-reform electoral behaviour becomes very difficult. Each of the four boroughs chosen showed a unique electoral profile.

The opportunity for voters to cast votes for two candidates at contested elections encouraged Phillips to study in detail the use of those two votes by 'plumpers, splitters and straight' (both votes cast for candidates of the same party, one for each of two and only one vote cast) as an indication of partisan voting. Electors at Maidstone and Norwich voted in a noticeably more partisan way well before those at Leves and Northampton. Unexpectedly, this sample shows much greater consistency in partisan voting after 1780, where voters were relatively free of 'influence' and could vote freely, their voting pattern was often more partisan than that of English voters after 1900. For good measure, Phillips includes data for elections for the corporation in each borough having found in some boroughs greater electoral excitement for borough than for parliamentary elections. His documentation of the importance of non-conformity in partisan voting is significant. His delicate handling of the fragile and conflicting evidence for the social status of voters adds a great deal to existing accounts.

Valerie Cromwell

Valerie Cromwell is reader in history at the University of Sussex.

College crossfire

From Clergyman to Don: the rise of the academic profession in nineteenth-century Oxford
by A. J. Engel
Oxford University Press, £22.50
ISBN 0 19 822606 3

The belated publication of Arthur Engel's PhD dissertation is to be welcomed. The first chapter, up to 1854, was published as long ago as 1975, but apart from a brief article on the agricultural depression of the 1880s and its effect on college finances the remainder has stayed in cold storage.

Nor does it seem to have been amended in any significant way, still less has the austerity of its presentation been softened. Undoubtedly there have been too many books on Oxford frivolously devoted to personalities, the more eccentric the better, but a monograph in which characters like Pusey, Goldwin Smith, Freeman and Jowett are ironed down to a flat uniformity must fall in some ways to convey the atmosphere of a useful guide to Oxford. Moreover, up to 1881 at least, this book does little but supplement and clarify the work of W. R. Ward in his important but neglected book *Victorian Oxford* (1965).

Nevertheless, by focusing his attention on the college tutorial system Engel brings out the importance of a development which was to affect the nature of Oxford University down to the present day. The Royal Commission of 1854 was set up in response to understandable doubts as to whether a teaching system staffed by poorly paid celibate clergymen, most of whom forsook the teaching profession altogether in their thirties or even earlier, could cope with an increasing influx of undergraduates and a steady expansion of knowledge, especially in the sciences. Unfortunately, caught in the crossfire from tutors, professors, college heads and the church, and various committees of these basic elements, the commission botched the job. The result was a bitter internal struggle in the university, which persisted up to the appointment of another commission in 1877.

From this struggle the tutors emerged victorious. The colleges were forced to divert their income from prize fellowships, which imposed no duties on their holders, not even that of residence, to college tutorships and lectureships. The church was handsomely defeated, with help from Parliament, and the

religious tests and the ban on marriage were removed. But unfortunately, now that young men could plan a lifelong career in Oxford, they found that there was no career structure to accommodate them. The only way a man could increase his real income was by taking more and more pupils, leaving him with less and less time for research and writing. The historian Mandell Creighton took the drastic step of resigning his Merton fellowship and retreating to a college living in wildest Northumberland, where he wrote his much-acclaimed *History of the Papacy*. Those who hung on, like the brilliant A. L. Smith of Balliol, degenerated into teaching drudges and college hacks.

Expectations that the new grade of reader would provide a measure of promotion, and increased leisure for mid-career, were dashed by the fall in collegiate and university income brought about by the agricultural depression; nor did Oxford succeed in establishing the kind of professoriate, in arts at least, which recruited its members from among the college fellows. Suspicion of professorial power was in fact intense, and contributed to the disparagement of research, since many regarded this as a professor's principal function - a tutor's being teaching. In a period of financial stringency the endowment of research always came at the bottom of the order of priorities, except in the sciences. As for professors, they found themselves led to faculty boards which all had an overwhelming majority of college tutors.

Unfortunately - or so it seemed to many - the public prestige of scientific research, and its great expense, meant that the scientists usually emerged victorious from recurrent squabbles over the limited funds available, to the rage of the arts-orientated tutors. E. A. Freeman expressed their frustration in his philistine way when he wrote:

'These physical science bachelors do roar in the midst of our congregations, and set up their ologies for endless tokens. No one knows what they are after, because no one can understand their jargon, the object, as far as it can be

understood, seems to be to hinder any man from knowing more than one thing, and that thing must not be bigger than a bee's knee. As a result, in Engel's words, "virulent animosity towards science became fixed as one of the principal hallmarks of collegiate loyalty among the younger dons, while Oxford scientists developed a deep reciprocal hatred for the entire collegiate system". The results are still discernible in Oxford today, long after the financial problems which gave rise to them have been solved. So it is with the virtual impotence of the professoriate in arts and social sciences, which makes the command structure of that great university - in so far as it has one at all - unique.

J. P. Kenyon

J. P. Kenyon is professor of modern history in the University of St Andrews.

Out of court

English Court Culture in the Later Middle Ages
edited by V. J. Scattergood and J. W. Sherborne
Duckworth, £18.00
ISBN 0 7156 1637 4

In different ways, almost all the essays collected here reach a comparable conclusion: that in the later Middle Ages there was nothing that corresponded to a court culture, in the strict sense, of the main forms of art, architecture, literature or music. In receiving their impress from the king and/or a group of courtiers who set their tone and acted as their patron. Specifically, this is shown to apply perhaps even more to Richard II than to Edward III who was both a greater builder and, together with his queen Philippa, had if anything an even more lavish taste for finery than his grandson.

These papers have, therefore, both laid a particularly tenuous myth about Richard II's court as a centre of culture and in the process brought a much more exact analysis to the notion of a "court style". That is shown where shown more clearly in H. M. Colvin's essay on "court style" in architecture, which in its sheer succinctness and penetration is outstanding. By the criterion of either fostering a distinctive style or of maintaining it through a body of craftsmen or designers, he shows that both Henry III and the first two Tudor Kings were architectural patrons in a way that neither Richard II, nor any other English king in the intervening two centuries, was. Indeed, as a number of essays in the collection shows, English kings were laid a particularly tenuous myth about Richard II's court as a centre of culture and in the process brought a much more exact analysis to the notion of a "court style". That is shown where shown more clearly in H. M. Colvin's essay on "court style" in architecture, which in its sheer succinctness and penetration is outstanding. By the criterion of either fostering a distinctive style or of maintaining it through a body of craftsmen or designers, he shows that both Henry III and the first two Tudor Kings were architectural patrons in a way that neither Richard II, nor any other English king in the intervening two centuries, was. Indeed, as a number of essays in the collection shows, English kings were

The predominantly negative conclusions about royal patronage of the arts in these essays does not produce a negative tenor in the essays themselves. On the contrary, they confirm, often with a wealth of illustration, an increasingly diffused culture in the later Middle Ages which, in England, could be described as courtly among the aristocracy, whether in its literary, artistic and religious themes or, as Maurice Keen so illuminatingly shows, in its practical application to the idea of crusade in the fourteenth century. That diffusion was helped by a growing lay literacy. The result, as Professor J. A. Burrow says in his introduction, was that in England courtliness was not the preserve of the court at Westminster.

Ranking as they do over literature, education, architecture, painting and music, these essays (originally read as papers to the annual Colston symposium in Bristol in 1981) make up the most comprehensive statement to date on the question of court culture.

Gordon Leff

Gordon Leff is professor of history at the University of York.

PRINCETON

Barbara J. Shapiro Probability and Certainty in Seventeenth-Century England

A Study of the Relationships Between Natural Science, Religion, History, Law, and Literature

The first attempt at a comprehensive analysis of the French university system during the latter half of the nineteenth and early twentieth centuries. Examining the major reforms of higher education during the Third Republic, Weiss argues that the original thrust for reform was generated from within the system, especially from an academic profession seeking to improve its occupational status. The reform process was also shaped by economic development, demand for educational services, and the balance of power among interest groups.

This detailed examination shows that university reform was more substantial than previously thought, particularly in the key areas of technical education and applied research. £30.20

George Weiss

The Emergence of Modern Universities in France, 1863-1914

Princeton University Press

15a Esplanade Road, Guildford, Surrey, GU1 3JT, (0483) 68364

Higher Business Education Series

General Editor: Edwin Kerr

Advisory Editors: P.W. Holmes & K.W. Aitken

This important new series will provide a wide range of authoritative texts focused on advanced courses in business and commerce, with a view to meeting the needs of business degree students at colleges and polytechnics and undergraduates at university on business studies courses, as well as for those following relevant BSC Higher National option module courses. The examination requirements of the major professional bodies have also been kept in view. Each book has been carefully prepared on the lines of study by objectives and aims at giving the student a clear and comprehensive guide through the complexities of each subject.

APRIL FINANCIAL ACCOUNTING

R. Brockington

Casbound 0644 8 £13.50

Paperback 0639 1 £6.95

QUANTITATIVE APPROACHES IN BUSINESS STUDIES

Claire Morris

Casbound 1706 7 £15.00

Paperback 1705 9 £7.95

AUGUST HUMAN BEHAVIOUR IN ORGANISATIONS

Ivan T. Robertson & Cary L. Cooper

Casbound 0821 1 £14.50 approx.

Paperback 0819 X £8.95 approx.

PERSONNEL MANAGEMENT

M.H. Boucraie

Casbound 1767 9 £14.50

Paperback 1765 2 £6.95

SEPTEMBER BUSINESS POLICY

J.P. Edwards

Casbound 2401 2 £14.50 approx.

Paperback 2400 4 £6.95 approx.

PRACTICAL BUSINESS LAW

Ann Atora

Casbound 1765 0 £14.50 approx.

Paperback 0463 1 £6.95 approx.

OCTOBER ADVANCED MANAGEMENT ACCOUNTANCY

C. Douglas Densley

Casbound 0184 3 £14.50 approx.

Paperback 0181 0 £6.95 approx.

ECONOMICS FOR BUSINESS DECISIONS

F. Livesey

Casbound 0596 4 £14.50 approx.

Paperback 0593 X £6.95 approx.

Why not reserve your inspection copy by writing to Dept. THESMR, Macdonald & Evans, FREEPOST, Plymouth PL5 2BR (no postage stamp needed if posted in UK).

MACDONALD & EVANS

WILEY

CHICHESTER, NEW YORK, BRISBANE, TORONTO, SINGAPORE

PERSONAL DEVELOPMENT

Theory and Practice in Management Training

by B. Juch, Shell International

This book is a practical guide to personal development for management education and training. It will interest managers and educationalists working on organization and management development and it will help them to improve their effectiveness and that of others.

Comprehensive learning and development models are presented which have been proven in practice by the author. Many personal development issues are clarified and cultural differences are described in terms of learning abilities and implicit/explicit preferences.

0471 10458 2 approx. 272pp March '83

approx. \$29.70/£13.50

MANAGEMENT INFORMATION AND CONTROL SYSTEMS, 2nd Ed.

by R.J. Ticker, The Corporate Policy Group, Oxford, and R.J. Boland, University of Illinois at Urbana-Champaign

Effective management information and control systems are imperative; and those responsible for their design and operation need sound knowledge, rooted both in concepts and experience. Power underlies all attempts to control and managers must also appreciate the nature of power and the human implications of its use. Hence the reason for this book.

0471 10450 7 358pp Nov '82 (cloth) \$29.95/£18.75

0471 90020 6 358pp Nov '82 (paper) \$16.95/£8.95

THE MANAGEMENT OF INNOVATION

by R.C. Parker, Ashridge Management College

This book has two aims: to present eight case histories concerned with innovation in manufacturing industry and to suggest ways in which the management of innovation can be improved.

0471 10421 3 240pp Feb '83

\$29.95/£14.95

ON THE EDGE OF ORGANIZATION: The Role of The Outside Director

by A. Spencer, Management Centre, The University of Aston

This book deals with boardroom behaviour and power. Companies throughout the world include outside directors on their executive boards and this volume examines the role of these 'outsiders': how much influence they exercise; how they are perceived by fellow board members; and how they perceive their own role and competence.

0471 90018 4 approx. 200pp March '83

approx. \$24.10/£10.95

John Wiley & Sons Limited

Baffins Lane, Chichester, Sussex PO19 1UD, England

Management education a special report

Management education, a product of the 1960s, is coming of age in the 1980s. In universities the prospects for business schools are bright while other departments are being cut back. The commitment of industry and commerce remains high despite the recession. New initiatives in supervisory education are being planned by the Manpower Services Commission. In this special THES report we look at the present state and future pattern.

Looking to a bright future

As a born optimist with a bias in favour of university business schools, it is not difficult for me to be convinced that the prospects for university business schools are very bright. There are superficially plausible arguments to justify the optimism and to support the bias. It must surely be evident that we need more better-qualified and adaptive people in the management of enterprises both public and private if we are to recover economically and to sustain that recovery. Among the places where such qualifications can be gained are the university business schools.

It would be shortsighted, even irrational for the Government and the business community to do other than ensure that the schools are given high priority when resources are allocated, even when funds are in general hard to come by. To improve the quality of management is surely the best long term investment in people that Britain can possibly make, and the university business schools are the best insurance of that quality. The need for quantity is also great so they should also be encouraged to grow, to multiply and to prosper.

Proven? Well, logic and the facts (or lack of them) say "not entirely". No one can do better than guess at the extent to which economic recovery (or decline) depends on the numbers of managers or aspiring managers who have attended university business schools. We were not doing too badly in the 1960s when there were hardly any university business schools in Britain, and it is perhaps chattering to observe that at the peak of growth in the number of university business schools - the mid-1970s - the economy began to plunge rapidly into decline, as forecast of course by the business school pundits, but not halted by their students or for that matter anyone else. If we were to rely on this kind of argument, the prospects are indeed bleak. If they were true it would not matter much whether we have university business schools or not.

The case for the expansion of university business schools advanced in the 1950s and 1960s is still sometimes dusted off in support of continuing growth. It is based on comparisons with the United States. Simply it says that the US has a powerful economy (a bit battered now, but still resilient), with skilled and energetic managers. The US also had a lot of university business schools (about 600 in fact) turning out BAs and Masters of Business Administration, who are, it seems, eagerly sought by successful companies who become even more successful as a result. It has been successful, then, we ought to have more business schools turning out BAs and MBAs: who would be sought eagerly by successful companies and those wishing to be more successful.

The argument was not very plausible even in the 1950s and 1960s but it was one of the elements that gave us the Franks report, the Manchester and London schools, and the subsequent rapid expansion of the university sector. It is even less plausible now. Indeed, some of the US schools have become very interested indeed in British models, at a time when they themselves are under criticism for being too academic, too remote, too parochial and too slow to adapt to changing conditions in business and society.

Indeed, the real reason why the prospects are good for the British university schools is that they have, during their short history responded

positively and imaginatively to the challenge of combining, in what they do, the academic virtues of objectivity, straight thinking, and the cultivation of new knowledge by research; the efficient transmission of the technical and intellectual skills that are the foundation of management practice; and a deep concern for and close acquaintance with the problems of managers in the field and the economic and political pressures on them.

To hold this balance is difficult. It requires the development of "clinical" teachers whom practitioners find credible and useful, and who can also hold their own in academia. It calls for curricula and teaching methods of unusual kinds, and for all those reasons it requires forms of organization and management of the schools which differ from those of the traditional university faculty or department. Generally the balance must be struck between academic and practical concerns and held in creative tension.

The problem is far from solved, but much (uneven) progress has been made. Anyone who doubts this should note how much less critical the British business community is these days than it was in the 1960s and 1970s, as exemplified especially by the Owen report (1971). The universities have also become used to having these strange hybrids in their midst, and vice chancellors have been known, in off moments, to murmur qualified approval.

We can find clues to explain the special concerns of British schools in the problem of linking and balancing in the history of British management education, which did not, as some might think, start when the Manchester and London business schools were set up in 1965. It is true that universities had shown little interest in postgraduate courses in management subjects before that date, and they had hardly entered at all into post-experience work with managers-in-post, although there had been some initiatives.

For example, one of the forerunners of the Manchester Business School was a unit called the Manchester School of Management and Administration, working from the faculty of economics which ran the local hotel. The Cranfield School of Management grew out of a long tradition of concern with management subjects at the College of Aeronautics. But the private colleges were in the field long before that, with Henley (1946) and Ashridge (1959) prominent among them. There were, therefore, models to work with when the universities were propelled by pressures from business (which led to the Franks report) into taking the matter seriously.

The interest of universities in undergraduate studies in management and administration predates by many decades the entry into postgraduate and post-experience work, for example, in the faculty of commerce in Birmingham University. The tradition is even longer in the sector. The University of Manchester had an undergraduate programme in management long before MBS was set up and this course can trace its lineage back to courses in commerce and administration at the Manchester Municipal Technical College before the First World War. The Aston Management Centre is a direct descendant of the first at Birmingham College of Advanced Education, and beyond that to the Birmingham Tech. The same kind of story could be repeated for

the great technical and commercial schools in London and other cities, where the antecedents for the regional management centres, and the departments of management in polytechnics were created. It did not all start in 1965.

The point of the brief historical excursion is to demonstrate the existence of a long and deeply practical tradition in management education. The techs and the colleges of commerce were not, on the whole, allowed to do research nor were any of their teachers trained in it, but they were in close touch with professional practice; indeed, their teachers were often professionals working part-time to pass on their practical and theoretical knowledge to the next generation.

The significance of the Franks report was that it reflected in its recommendations both the growing pressure to make the study of management and organization academically respectable, and at the same time to reflect the practical tradition of relevance to professional concerns. The Manchester and London schools, set up as a result of Franks, were charged with tasks of establishing a research base, so that new knowledge could be developed beyond current best practice, while addressing questions of practical concern at the same time; teaching at master and doctor level; developing relevant short programmes for managers in post; encouraging their staff to engage in creative consultancy; focusing management-relevant disciplines on management problems; finding and developing staff who could work both with bright young aspirants and also with managers at every level up to chief executive.

This was and is literally a unique challenge. True, many US schools ran executive development programmes and they were not unknown, as we have seen, in the UK, but with one or two possible exceptions these were and are regarded as profitable extras outside the main stream and taught by those stiff whose talents happen to lie in this direction. Indeed in many US universities, post-experience work is organized separately as part of a general continuing education programme.

In Britain, by contrast, the university schools that have been set up since Franks have faced similar tasks as Manchester and London, with varying success. Naturally, it has taken time to recruit and to develop the new style academic pillars, capable of high-class research and teaching, and of discovering new modes of learning appropriate to the mission of the schools. Each school has developed its own organizational expedients and characteristic styles and many like my own are still experimenting. The job will never be finished as long as the schools continue to adapt as they have until now to changing conditions both in the fields of knowledge where rigorous and systematic research is done and also in the fields of action, where managers practise their science-based art.

It has not been and is still not easy to merge the several traditions and keep them merged. University teachers expect to teach and research in the specialized fields, where their career chances are. Like others in their field they are expected to publish books and articles in the appropriate learned journals, where the quantity and quality of their output is the main measure of their success and their hope for advancement. They, naturally, want to teach what they are good at and teach it in depth, but what they are good at is not necessarily what is a changing

Management education



world happens to be relevant to the concerns of management. There is hardly ever enough time in management courses to treat any one of the many disciplines that are perceived to be relevant at any depth. Nor do the practical concerns come neatly parcelled as economics, psychology, accounting, sociology, statistics, nor even entirely as marketing, production, personnel, finance and business policy.

The search for relevance therefore could, and often does entail the focusing of many disciplines on a particular range of problems, and the invention of models and methods to do it effectively. However absorbing this may be, it tends to steal time from career-relevant pursuits. One's judges are less one's colleagues from other disciplines in the business school or one's students, but more one's colleagues in single-discipline university departments elsewhere who are relatively free of such distractions and may for that reason lack sympathy or understanding. The remedy that prescribes a withdrawal into academic seclusion is no longer possible except for those who want to leave the world of business schools for the shelter of a single discipline. Few of whom have experienced business school work, with its constant intellectual and practical stimuli choose to take that course.

My optimism, therefore, about the prospects for university business schools has little to do with international comparisons, or the possible connections with economic recovery and the place of management in it. There are too many other far more potent influences which the university schools can, in the short term, do little to alter significantly either by their inputs of research and consultancy or by their outputs of qualified students and trained managers. The prospects are good simply because the schools have in a relatively short space of time established themselves firmly in the British system of higher education. They are also doing now what universities will be certainly doing more of in the future, that is preserving what is best in the British academic traditions of scholarship, academic freedom and scientific inventiveness, with a greater responsiveness to, and readiness to influence and be influenced by the world of practical affairs.

The business schools have, also struggled reasonably successfully to avoid being too heavily influenced by foreign models while at the same time taking and adapting what is useful. They have also learned to work closely with practitioners of management and to take money from organizations for services rendered without losing their integrity as centres of learning.

Most British university schools are for these reasons surviving the economic recession well. Additionally and significantly the links of management education and development both in further education and in enterprises have never been stronger or more fruitful. One important forum for maintaining and strengthening these links is the Association of Teachers of Management where managers, business school staff and

company management developers can meet to exchange views. It has its own semi-academic journal, *Management Education and Development*. The ATM was founded before Franks. Like Franks, it represents a merging of separate and varied strands in the history of management education in Britain. There is nothing quite like it anywhere else.

The strength of management education in Britain lies mainly in its close integration with the world of practical action. The university schools in their relatively short existence have, in their various ways, followed that tradition while still preserving what is distinctive about university work. This process will still go on.

Therefore whatever the future holds economically, no one is going to starve the university schools unreasonably of needed resources to run undergraduate, postgraduate and post-experience courses. The work of building up in the long term a firm research base and a critical mass of qualified managers will also go on. The habit of going to business school and working with business schools is taking on and will continue. Elites have a habit of perpetuating themselves and we need an elite of dedicated, competent managers.

Other European countries have been travelling similar paths in the light of their own special history, traditions and current needs, and most of them have developed some of the same close, practical links as

we have. This is reflected in the membership of the European Foundation for Management Development which includes not only university business schools and other centres, but also corporate members from big European companies and senior industrialists. This is a powerful influence on the business schools themselves and it encourages the increasing number of joint ventures between European (including British) schools. The university schools, indeed all British business schools, have so much going for them as a novel form of higher education and so many influential friends that there is justification for great optimism about their future.

At present there is a bit of over-capacity at the post-experience end of the spectrum due to the economic recession and the nature of that "market" is undergoing radical change but it is characteristic of the general mood of optimism that this is seen as a challenge and not a threat. Given even a modest economic recovery, and provided that the schools can go on improving in the ways that they combine rigour and relevance and adapt to changing circumstances, the slack could quickly be taken up and a new phase of expansion and development could begin. Without doubt the prospects for university business schools are excellent.

Tom Lupton

The author is director of the Manchester Business School

UNIVERSITY OF ASTON MANAGEMENT CENTRE

Whatever your career plans, in industry, commerce or public service, you can benefit from a postgraduate course at the University of Aston Management Centre - the United Kingdom's largest management centre with the widest range of courses.

MBA, MSc, Doctoral Programmes (full and part-time)

Business Administration October, January, April intakes

Operational Research and Systems Analysis
Public Sector Management **Personnel Management**
Social Aspects of Science and Technology
Race and Ethnic Relations
Doctoral Programme October intake

For details of how we can help you achieve your career objectives contact the Professorial Director of Postgraduate Studies, 021-359 3611 Ext. 5000.

Short Courses in Public Sector Management In Spring-Summer 1983

★ **Charging Policy in Local Government** 7/8 July

★ **The Management of Inner City Schools** 27/28 May

★ **New Perspectives on Schools Management** 17/18/19 June

★ **Output Measurement in Local Government** 26/27 September

Details from Mrs. K. Griffiths, 021-359 3611 Ext. 5001.

University of Aston Management Centre, Nelson Building, Gosta Green, Birmingham, B4 7DU.



The largest Management Centre in the UK.

Manchester Business School University of Manchester

The Manchester MBA

Europe's leading two-year MBA programme

If you have a good degree, several years' experience, and are aiming for an influential position in management, then the Manchester MBA could be a key part of your career. Our past graduates have built and are building outstanding careers.

The Manchester MBA is an internationally recognised two-year programme which combines good theory with excellent practice. It builds from a sound basis of academic knowledge through to a project-based design which ensures that intellectual rigour is coupled with managerial relevance.

SSRC Studentships and Bursaries are available for a number of candidates.



Further information from:-

Tony Ayllett, Postgraduate Centre, Manchester Business School, University of Manchester, Booth Street West, Manchester M15 6PB. Telephone: 061-273 8228 Ext 152 Telex: 668354.

The Part-time Master's Degree

A postgraduate qualification for managers

The part-time master's course at Manchester Business School is designed to enable participants:

- to move from specialist to general management
- to understand intellectually what they have been practising successfully
- to update their knowledge and to gain an advanced degree from a leading business school
- to work on company projects with a small committed group of able people.

The course is based on day release and company project.

Give a practical feel to your accountancy teaching

Many business students become managers rather than accountants. They'll use accounts rather than construct them. That implies a real difference in emphasis. You'll want your teaching that way, no doubt. But is it reflected in the textbook you recommend? Or is it an accountants text more concerned with principles than practical application? (And, of course, it may even be American).

You need a text that's practical. And, ideally, one that's British. We've just the one. It's called *How to Understand and Use Company Accounts* and it's by Roy Warren, a Partner at Robson Rhodes.

Thousands of busy directors and managers have bought it, use it and like it. It provides a complete overview of company accounts with the emphasis on using the accounts. It's bang up to date and covers inflation accounting and the effects of the 1981 Companies Act. Ask to see a copy today. Or at the very least ask for more information.

- Order form
- ☐ Please send me an inspection copy of *How to Understand and Use Company Accounts* by Roy Warren price £6.95
- ☐ Please send me further information on all Business Books titles for business students.

Name Department

University/College Address

Courses taught

To: Janie Nicholas, Business Books, FREEPOST8, London W1E 4QZ (No stamp needed).

PUT THEORY INTO PRACTICE AT ASHRIDGE

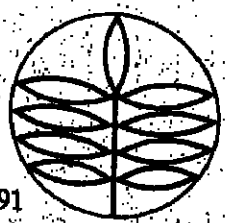
Ashridge Management College, one of the world's leading centres for post-experience management education, provides a wide range of practical courses for all levels of management. These include both "open" programmes where managers from different industries share their experiences, and "tailored" programmes focussing on the challenges facing managers from the same company. Courses are offered in the following areas:

General Management
Finance and Management Accounting
Marketing and Sales Management
Organisation Behaviour
Employee Relations and Personnel Management
Transport Management

For further information please contact:

Miss Christine Brown
Client Relations Officer
Ashridge Management College
Berkhamsted
Herts HP4 1NS
Tel: Little Gaddesden (044 284) 3491

Ashridge Management College



Collier Macmillan

CASES IN COMPETITIVE STRATEGY

Michael E Porter (Harvard Business School)

02 925410.8 736 pp hardback 1983 £19.25

Providing real-life settings for the major analytical problems of an effective competitive strategy, the cases cover industry structural analysis, strategic groups, entry and entry deterrence, strategy towards buyers and suppliers, competitive strategy in emerging industries, declining industries and global industries.

COMPETITIVE STRATEGY

Techniques for Analyzing Industries and Competitors

Michael E Porter (Harvard Business School)

02 925356.8 490 pp hardback 1981 £14.95

Management education

An open training for supervisors

The management of any organization is as good as its supervisors. The competence of the supervisor is crucial to the performance of the organization. Supervisory training and preparation for the job is neglected in most organizations. There are probably few people who would quarrel with these statements, which reveal serious shortcomings in attitude and in performance, typical of all too many companies and typical also of the public services. The supervisor is the first level of management, responsible for the performance of people and of systems, responsible also for the achievement of specific parts of the policy of the organization.

Education and training to back up and to prepare for these responsibilities is generally inadequate. The combined provision of the National Examinations Board in Supervisory Studies, of the Institute of Supervisory Management, of the Institute of Industrial Managers, of the Institute of Personnel Management and others and of short course programmes in colleges and elsewhere touches but a fraction of those with supervisory responsibilities.

But it is the lack of systematic training for supervisors that is especially worrying. Many, perhaps most, supervisors are not trained for the job they do. Lack of preparation makes a difficult task more difficult. For the supervisor often has to endure role conflict as well as difficulties in achieving objectives. Is he one of "them" or one of "us"? Is he a craftsman, a technician, or a manager? It can be a particularly demanding "hinterland", this supervisory function.

Yet, it has always been so, has it not, so why be particularly concerned about it now? There are at least three reasons why the supervisory role is now more and not less crucial and why it is necessary to look again at training for the supervisor. First, because every organization, whatever the nature of the business, is having to be more and more concerned with innovation.

Innovation means change, which, by and large, the British worker does not like. Change is threatening and is regarded with suspicion. The supervisor, the first level of management, carries unique responsibilities for introducing change and sustaining innovation. The supervisor is no longer one who keeps a watchful eye on nothing but routine. Change is the constant factor on shop floor and in all forms of enterprise. The supervisor must be the manager of change.

Secondly, the demand for improvement, in quality, whether of product or process, is insistent. In a more competitive world attention to detail of quality control and assurance is vital. The nature of quality control is changing and the supervisor must bear the brunt of that change. And, thirdly, the emphasis in all organizations is increasingly upon systems rather than upon discrete operations. The supervisor must be aware of the demands of systems, of the necessary interrelationships which determine the success or failure of the organization. Within those systems, the levels and required skill are usually rising and the supervisor must be aware of those skills and use them.

It is because supervisory skills are crucial in a competitive and changing world and because more and better opportunities need to be provided in training for those skills that the Open Tech programme is attaching considerable importance to the development and extension of these opportunities. Very broadly, two things seem to be necessary: much more flexible arrangements for learning and the provision of material and opportunities to meet specific needs in updating and retraining.

The Open Tech programme can

not satisfy all needs under these headings but it seeks to make a significant contribution by funding development projects that will establish and extend open and distance learning opportunities. Why open and distance learning? Because for supervisors (as well as technicians) there is a clear need to lower or remove barriers which make access to education and training difficult or impossible for many and this is what open learning is all about. And distance learning would give additional opportunities for those with motivation to develop skills and interests which at present they have little opportunity to develop.

This is not a ploy to get rid of teachers or courses. It is a means, one hopes, of increasing the effectiveness of learning, of opening up opportunities for training and of extending the range and scope of programmes of training to meet the needs of employers and of individual supervisors. It is possible to define four areas of need in which open and distance learning, perhaps with Open Tech programme support, can contribute to necessary provision of education and training in supervisory skills.

The first area is that of technical updating. Supervisors, like other workers, get out of touch with technology, they are supposed to be supervising. They are also required from time to time, to introduce totally new innovations of which they have no background knowledge. Supervisors, like craftsmen, may well tend to cling too long to the skills they are familiar with, to the detriment both of performance and relationships. Updating in new technology and in applications of existing technology is available for the supervisor, but, not on a sufficient scale and not in a way which recognizes adequately the difficulties facing many supervisors when required to get away from work for training or when required to master new technical knowledge having perhaps forgotten the necessary ground work which forms the basis of the new knowledge.

The second area is that of what we might call systems updating. Many supervisors will have had little training in management systems, they may not be well briefed in the organizational systems of their own company, they may lack understanding of the systems approach to process control. Some of these requirements are company specific; some are a matter of general education and training. Only when the system is understood can the role of the supervisor be understood and adequately fulfilled; only when the system is understood can the supervisor communicate well.

The third area of need is that of open and flexible provision of training. Some of the barriers to access supervisors in courses of education and training relate to geography (the difficulty of getting to a course), shift work, some to entry qualifications and some to the policy of the employer. The point is that a more flexible and open provision of training would allow greater participation by those who are motivated to seek training and a more open provision could well assist motivation also.

The fourth area is that of learning to learn. Many supervisors will have been out of long time. They will not readily accept anything that appears to put them back into the classroom or even anything that may appear to indicate that they need further training.

So here are four areas of need that cannot, it seems, be met adequately by existing provision, useful though that provision is. The Open Tech programme offers the possibility of an advance on all four fronts by setting up projects that will:

I still can't decide whether I'm Manager or Labour



- produce learning material relevant to open and distance learning provision, in printed, audio and video forms and using where appropriate, computer based training methods;
- establish a number of different delivery systems using existing education and training agencies and making use of new technology to develop effectiveness;
- bring together education and industry and business in a partnership to meet needs;
- help to identify more satisfactorily, what the needs of the supervisor and the employer are;
- assist in training the teacher and the trainer in new methods of learning.

Some development projects for supervisory training are already under way under the Open Tech programme but a substantial initiative is necessary if supervisory training is to be accorded the significance it deserves in a world that is making more and more demands upon the supervisor. Such an initiative could not be totally sustained by the Open Tech. It would need the commitment of the participation of the network of existing provision and the willing support of employers in recognizing need and seeking to meet it. Open and distance learning could well be the spur to an initiative.

Mature adults seeking updating, retraining or the opportunity to gain initial qualifications may not miss, require a more flexible provision than is currently generally available. A prime requirement for opening up the existing system and for making new and effective provision for updating is the development and production of appropriate learning materials and the training of staff to deliver these materials.

This is what the Open Tech programme is for, to support such developments and to seek to extend them. As was said earlier, open and distance learning is not about getting rid of the teacher. It is about making effective use of the teacher and it is about motivating the student. As with technicians, so with supervisors. There will be some supervisory skills that require "hands-on experience". That requirement for hands-on experience, which will relate to the development of some inter-personal skills, cannot be met through distance learning. The need remains for the professionally skilled teacher and trainer to satisfy this requirement alongside the provision of learning packages that will enable the supervisor to follow a pattern of self-paced learning.

The Open Tech Unit sees itself as having a formative role in reorienting supervisory training provision to meet the needs of the 1980s and beyond. That role must be worked out in full collaboration with existing agencies. Changes there must be if the supervisory level of management is to be given the training needed for the pace of change that is now evident.

George Tolley

The author is Director of the Management Services Commission's Open Tech Unit.

Management education

Sound the trumpet of success

The British higher and further education system has sometimes been accused, not always unjustly, of reacting too slowly to the changing needs of the society it serves. But the speed with which the universities and polytechnics have developed their schools, centres and departments in the field of management education over the past 20 years has been astonishing and should be trumpeted louder than it has been.

Yet (and I write particularly of the universities which have higher hurdles to overcome in order to answer national needs) the most interesting progress has been made in directions which were little appraised when the University Grants Committee and the Foundation for Management Education started their immensely fruitful partnership in the early 1960s. At that time the emphasis was upon Master of Business Administration programmes, with a target of 2,000 graduates per year by the end of the 1970s, and upon executive courses of up to several months in length for experienced managers. In the event, the current annual output of British MBA students is only 750, and a much higher proportion than expected of executive courses are designed for periods of from one to three weeks.

However, there have been dramatic developments in two other areas. First, degree courses in the management sciences and business studies now flourish at many of our universities and polytechnics, with several thousand students graduating each year, and with the realization that, just as medicine and engineering have their own basic discipline-forming sciences, so too does management - economics, law, accountancy, statistics, psychology, sociology, operations research - upon which are subsequently built the functional areas such as marketing, production, finance, personnel, etc., and which lead to holistic activities such as business policy and general management.

Second, we have seen a remarkable volume of activities developed jointly between industrial and public organizations, on the one hand and the academic institutions on the other, generated by, but going far beyond, what are generally understood by consultancy and research. It is heartening to see the closer integration of work and the growing cooperation between industry and academe over the last decade.

The joint cooperation takes many forms: the opening of companies to research projects by faculty and to the preparation of case studies both from the press of events; active consultancy by academics in specific fields such as finance and industrial relations where academics have shown their ability to act as external change agents in companies where the arteries of traditional attitude have hardened; and the setting up of joint teams of academics and executives to study current problems and future plans, leading directly to their implementation.

Apart from these individual intrinsic values, all these activities have the paramount importance of providing practical feedback into the teaching on all the programmes from undergraduates to post-experience within the schools and centres themselves and this is one of the main reasons why it is in industry's very real self-interest to maintain and extend its partnership and collaboration with the academic institutions.

This last point is at the heart of one of two important issues which I would like to emphasize briefly here. To describe industry's needs and the state of management education in Britain today, there are more fluent pens than mine and I would in particular draw the attention of managers, trade unionists and civil servants to the exceptionally competent and compelling first two Stockport lectures at the London Business School this year, by Sir Donald Barron and the school's principal, Professor Jim

Ball, which provide clear and articulate markers for the next stages of progress.

In an article in the Social Affairs Unit's 1982 publication *Educated for Employment*, ex-ICI Dr Bertie Everard writes: "What seems to be missing from the process of monitoring the provision of further education are adequate systems for getting value for money, for ensuring that courses are focused consistently on the needs of the student and (if appropriate) of his or her employer... Industrialists who ultimately foot the bill, and who depend on (the public sector) for educated recruits, must keep tabs on the quality and effectiveness of the delivery system."

While I do not agree that this reasoning should apply across the full education spectrum, it certainly should for management education and for the regional management centres in particular. Here I believe that British Institute of Management could play a more assertive and effective part than it has done, and I am encouraged by an article in the January issue of *Management Review and Digest* on which action by the BIM could be based.

The Regional Management Centres (and some of the university centres and departments might be in-

If only we could see eye to eye!



cluded too) are by their nature distributed throughout England and Wales on a regional basis. So too is BIM's nationwide organization. Would it not be possible for formal links to be forged into dynamic associations within each region between companies and their managers and the management academic institutions?

Industrialists sit on many of the RMCs councils, but the FME's long experience suggests that this is not enough and is often ineffective. The January article points the way for a fertile formal relationship. "BIM can draw on the experience of its membership and synthesize an approach to management development based on practical experience in solving real problems. It is 'an appropriate body to coordinate... a network of management teachers from the further education system' for the preparation and launching of a core curriculum."

The BIM could explore ways "of identifying the key elements of successful management practice in those companies demonstrably doing well. Mechanisms should then be devised to implement these" on a wider basis. And in all this, too, the Association of Teachers of Management could have a fulfilling role to play.

My second issue embraces the story of a failure. In the early 1970s Sir Peter Parker and I, encouraged by the FME and others, worked upon an idea for an institute where managers, trade unionists and civil servants could meet together in objective surroundings, for both ad hoc and specifically designed programmes, to discuss the various issues of the day upon which they are all, from their different viewpoints, constantly and closely concerned. In their

day-to-day activities at work. At many university management schools, RMCs and colleges such as Henley and Ashridge, managers and civil servants meet; but long experience had shown, and still shows, that only the very rare trade unionist was prepared to attend such programmes. We believed, therefore, that a specially designed institute was required, where trade unionists would be able to take their place side by side with managers on an equal basis. If a group of trade unions was prepared to take the initiative to sponsor and promote it, for employers and government to join as equal partners, we were sure the response would be a warm one.

We went so far as to cost the institution, and we suggested that Oxford might be the right location for it, with the relevant resources of Ruskin College, Nuffield College and the Oxford Management Centre close at hand, and the intellectual and administrative infrastructure of a great university. And in our blueprint we called it Ernest Bevin College, after the greatest of British trade unionists. But our efforts came to naught.

Since then we have all often seen how the absurdest inhuman relations seem to prevail within organizations, bringing inconvenience, frustration and often pain and distress to a public of millions across the land, and slowly reducing Britain towards the foot of the league table of industrial nations.

I don't believe it is ingenious to say that sometime soon the confrontational, adversarial course which industry is pursuing, socially and industrially, will have to change. One way to help in bringing about this change of direction is to provide the means and facilities for people of different types of activity, responsibilities, power sources and social derivations to meet on neutral ground to study and discuss their mutual interests and problems, away from the ringing of telephones and the heat of battles.

Some trade unionists say that this would be a betrayal of their members and that confrontation leading to conflict is the only way forward. But many wiser men and women know that it is "the system" which begets attitudes rather than the converse, and that we can provide an educational infrastructure for changing "the system" the attitudes will in due time change too.

In his inspirational Hitech lecture delivered at Sussex University last November, "Whatever Happened to Industrial Democracy?", now published by the Institute of Manpower Studies for the Unit for Comparative Research on Industrial Relations, Sir Peter Parker argues for a Council of Industry "which would be a constitutionally recognized national assembly of the industrial powers-that-be, representing not only the major corporate powers, but all the main interests that make up our industrial policy: including the consumer and the independent." It would serve as a forum of national significance where serious matters of industrial and social policy could be debated, "with a clear and important advisory role in relation to Parliament and government."

Whether or not such a Council of Industry is ever formed, there is a critical need for education and preparation for better human relations within industry, the public services, and government; a need which present institutions such as the Civil Service Staff College, and the college of the trade unions can only partly meet. I believe that one day there must be an Ernest Bevin College, however different in detail it may emerge from its original concept.

Philip F. Nind

The author is director of the Foundation for Management Education.

PMO Portsmouth Management Centre



THE PORTSMOUTH MANAGEMENT CENTRE AS AN AGENT FOR CHANGE

in helping managers to develop their skills and improve organisational performance. The PMC provides experience and facilities for individuals, groups and organisations.

For additional information please contact:

The Programme Planner
PORTSMOUTH MANAGEMENT CENTRE
141 High Street, Old Portsmouth PO1 2HY
Tel: (0705) 812611, Ext. 425

Management research: Guide for institutions and professionals

by Roger Bennett
This book deals with the purpose and nature of management research, research policy and planning, the choice of research methods, its organisation, dissemination and the use of the results, as well as developing competent researchers. The purpose is to help management research in industrialised and developing countries become more productive, more useful to trainers and consultants, and particularly more relevant to the world of practice.
ISBN 92-2-103301-1 £6.40

Strategic management of development programmes: Guidelines for action

by Samuel Paul
Development programmes are the major vehicles through which governments, donor agencies and development banks operate to solve development problems. This guide is based on an analysis of some of the most successful development programmes in the world. The author combined his studies of these programmes with his vast experience in management development to create these thought-provoking guidelines for action.
ISBN 92-2-103252-3 £5.00

An introductory course in teaching and training methods for management development

This contribution to the training of management teachers and trainers includes: session guides, hand-outs, suggestions for background reading, and suggestions for the use of audiovisual aids (including training films) that can directly serve for the preparation and running of such courses.
ISBN 92-2-101006-6 £11.40

INTERNATIONAL LABOUR OFFICE

Branch Office:
96/98 Monmouth Street
London SW1P 4LY
Tel: 01-828 6401





University of Bradford Management Centre
ONE YEAR M.B.A.
 In today's tough job market the best jobs go to the best qualified applicants. The Bradford M.B.A. could be your passport to short-term and long-term career success. We offer an intensive 12 months postgraduate programme leading to the Degree of Master in Business Administration. SSRC grants and sponsored studentships (e.g. Ford, Wool Foundation) may be available to exceptional students. The M.B.A. may also be obtained either through a new part-time programme (day release and evening), spread over three years, or in separate 3 month modules. Enquiries to: The Postgraduate Secretary, University of Bradford Management Centre, Emm Lane, Bradford, West Yorkshire BD9 4JL. Telephone: 02746 42299.

MBA

MASTERS DEGREES FOR TOMORROW'S MANAGERS

Ambition alone won't get you a top job. You need a postgraduate course to enhance your prospects.

Master's Degrees

Business Administration; Business Legal Studies; Industrial Relations; Public Policy.

MSc and PG Diplomas

Development Economics; Financial Studies; Marketing; Marketing for Industrialising Countries; Operational Research; Organisational Analysis; Personnel Management; Police Studies; Tourism; Urban and Regional Planning.

PG Diplomas

Accountancy; Career Guidance; Hotel Administration; Legal Practice; Office Automation; Secretarial Studies.

For details contact:
 Mr R. F. Graham, Strathclyde Business School
 University of Strathclyde, 130 Rottenrow
 Glasgow G4 0GE Tel: 041-552 7141

STRATHCLYDE BUSINESS SCHOOL
 A Division of the Scottish Business School



Sheffield City Polytechnic
 Department of Education Management

MSc in Education Management

Part-time Block Release

(Blocks of five days and weekends over 2 to 3 years).
 Applications are invited from senior staff in education for this course which focuses on management in education. Consideration will also be given to younger candidates who show good career potential. The Department also offers full time courses leading to the MSc or Diploma, in addition to a part-time Diploma course. MPhil and PhD degrees by research are also available.

For further information on any course please contact the Admissions Tutor, Department of Education Management, Sheffield City Polytechnic, 36 Colliette Crescent, Sheffield S10 2BP. Tel: (0742) 685274. Please quote reference 861B.

East Midland Regional Management Centre



For details of our range of Post-Graduate Degree and Diploma programmes contact:-

J. T. Charlton
 Administrative Officer
 E.M.R.M.C.
 c/o Trent Polytechnic
 Burton Street
 NOTTINGHAM
 Phone Nottingham (0802) 48248

Constituent Centres
 Derby Lonsdale College of H.E., Leicester Polytechnic, Nene College, Trent Polytechnic.

The Times Higher Education Supplement

Forthcoming Special Features
JUNE 17 - Computers in Higher Education
JULY 1 - Education for Employment

Management education

Learning a lesson from America

Teaching in American business schools on invitation over a number of years has also taught me much about what is right and wrong about the British approach. The renowned British schools in London and Manchester merit their renown as do a number of other university and autonomous institutions. These do produce a sophisticated elite, and the business executives desperately needed to reestablish the entrepreneurial *clan* of British business must constitute just such an elite corps of sophistication.

There is no less needed, however, a supportive body of executives of middle-ranking role and abilities. They are needed in large numbers, though the numbers can be and are exaggerated. It should be the polytechnics and their management-orientated departments which supply these numbers. They are not doing so. Among the reasons is the now generally acknowledged one of "aping" the university concerns and philosophy. Fifteen years of experience and responsibility at a British polytechnic persuaded me not of a conspiracy but of a confusion of thinking-practice, starting at the top with Council for National Academic Awards accrediting.

At the most practical level there must be an acknowledged qualification for such middle competencies. In Britain this was to be the Diploma in Management Studies - and still is. There can, of course, be a powerful case made for the academic "diploma" to be reserved for high-level graduate specialism to which admission is rigorously limited by prior undergraduate achievement. In the area of management studies, this was never a meaningful possibility. The

The obstacles did not have a single source nor a single academic determinant.

DMS was a middling qualification from its not very credible origin, and the Department of Education and Science committee for the DMS made a commendable effort at academic standards when it took on the responsibility for accreditation.

The DES was also anxious to promote numbers, but at every level of hierarchical authority in Britain there was a characteristic disdain for the way the Americans went and go about the pursuit of numbers. First, Master of Business Administration validating an academic discipline. Second, while there was recognition that America's best was good, middle America settled - in British judgement - for quantity with scant regard for quality in teaching in student in discipline.

The American Assembly of Collegiate Schools of Business, the AACSB, is a very real presence in business education in the United States and its accrediting process is more and more demanding. There is however no compulsory requirement for an American university offering a business management programme to be an AACSB member.

The critical aspect is however the flexibility of the American system, of first, mode of attendance, second, "credit accumulation" towards the qualifying degree. In the British polytechnic system, the system of approval (for the Diploma in Management Studies, for instance) in a decade I found it impossible to overcome the rigidities in relation to (a) what times teaching sessions would be offered; and (b) the combination-permutations of qualifying subjects for the DMS.



The obstacles did not have a single source nor a single academic determinant. It seemed to me that every good and bad reason was always being made by someone to frustrate first the most flexible arrangements for student attendance and second the one or two or three-at-a-time accumulation of approved passes for the final goal of Diploma in Management Studies.

In the US, students come early morning, throughout the day/night, late evening, until midnight, weekends - and so do the lecturing staff. With minimal "prerequisites" the student can build subject by subject towards his or her MBA. Potentially such a mode is not a methodology builds numbers. There are thousands of business schools and thousands and thousands of MBAs.

Quality is, inescapably, a different kettle of teaching and taught. At the heart of the American system an approach is commitment to competition. The competition infuses and suffuses American business and American business teaching. This is not the place to examine the "theory" of competitive process (American economics is far more analytically sophisticated about the market process than most British economists would acknowledge or perhaps understand). If British ideology dislikes capitalist competition, it dislikes academic competition even more.

The National Association of Teachers in Further and Higher Education would rise in evolution at the experience of American academics - if not forthwith dead at the first exposure to "getting tenure" or "student evaluation". Apart from British trade unionism, however, British business and the British believe with religious conviction that competition means "worse". Debasement of standards is, in the British academic mind in particular, correlated to competitive operations.

That is not, it is argued, however the operation of competition in theory or in practice - not least in American academic practice. At whatever low level any given American "university" may have started and still be, competition patently drives the system to higher and higher aspirations and achievements. There is clearly still an extraordinary range of academic standard in the American university system as a whole. As the best attain excellence, the worst are compelled to aim higher. This competition starts itself on teachers, teaching and taught.

Not all the thousands and thousands of MBAs get immediate wages of £30,000 plus. Not all the thousands of graduates at the thousands of graduate schools would necessarily be appointed to "top jobs" in the UK.

polytechnic department of business management. Maybe a PhD is not a *sine qua non* to teach accounting.

As students with MBAs multiply, only better MBAs get their foot on the ladder and only those still better climb fast. As competition "for tenure" gets tougher and rougher, American academics teaching business management subjects accumulate the degree qualifications, the research-record, the publishing-musts. Very soon, it will not be possible to teach on a graduate accounting course at an American business school without a PhD in accounting.

In the course of 10 years of visiting appointments to American graduate schools, there are the impressions of a "take-off" in standards frankly not experienced in British polytechnics' business management departments. The complete absence of uniformity of salaries is one such impression. Judy O'Grady may now have to be given equal consideration to John O'Grady by non-discriminatory provisions in American legislation and positive discrimination may be applied to the American black.

Very soon, it will not be possible to teach on a graduate accounting course at an American business school without a PhD.

None of this, however, means that a given lecturer cannot be paid more and will not insist on being paid more than someone of equivalent "rank" or "years of service". There are really startling salary differences throughout academic rankings and institutions.

The major obligation of American deans of an American business school is to "build a strong faculty". Within a total budgetary constraint, they have a free hand to pay for merit if they so desire. Given that the most revenue-generating section in most American universities is now its business management department, strong forces animate winning state and then national recognition for a particular grouping of teaching faculty. Individuals of distinguished reputation can be attracted by a high salary to a campus, hitherto unattractive - for the compelling reason that by further adornment of that campus it will soon be heard.

There are very obvious lessons, in my view, for how to put right what is presently wrong in management teaching in Britain.

Ralph Horwitz

The author is professor of management and business administration at Sangamon State University, Illinois.

Management education

Grasping a grand mixture of methods

The world of chalk and talk is being transformed in management classrooms with the introduction of exotic techniques and approaches glorifying in such names as Jurisprudential Model, Each One Teach One, Butlerian Dialogue, Problem Pack, Directed Conversation Method and Talking Wall. Management tutors used to lecture to students until they discovered... management development techniques. Freed from the burden of directly imparting knowledge, many are now able to devote themselves wholly to the task of what has come to be known as "creating learning situations".

There is, perhaps, a greater diversity of teaching and learning methods in use in management education than in any other subject, and the already extensive range is ever-increasing due to the unremitting rate of innovation. Indeed, it is difficult to grasp the breadth of the techniques and styles being used, as I discovered during my recently completed research. "The Learning Methods Project" This aimed to investigate, document and describe all known teaching and learning methods used in management education. Over 300 methods were discovered and these appear in the *Encyclopedia of Management Development Methods* to be published shortly. Why have so many techniques been, and continue to be developed?

In order to answer this question, one must first examine the characteristics which distinguish management education from other subjects. These can be identified under three main headings: the heterogeneous nature of management education; its market orientation; and the attributes and attitudes of its students.

The diverse nature of management education can be illustrated in a number of ways. Those being taught may come from any point on the management line, from supervisory staff to managing directors. The length of training can be anything from a half-day seminar to a three-year graduating course. The level of training may vary from the teaching of basic interpersonal skills to the development of analytical abilities. Some student performance is assessed through examination, although most is not. Courses may be provided by university or college lecturers, company training personnel or management consultants.

More than any other educational discipline, management education is subject to external influences, in particular to commercial market forces. With the exception of graduating courses and training provided for an organization by its own training function, much of management education comes about after competition in the market place. Business schools and colleges compete with private sector management consultants in an effort to sell their services to a prospective buyer. Indeed, the term "product" is often used by those in management education when referring to the course, teaching style, development techniques, etc. they have on offer. The customer client who buys the product pays directly for it and is charged a high fee. In return, the client expects a well-run, stimulating programme.

In comparison with students pursuing other courses of study, management students fall into no general grouping. They are of varying ages, academic backgrounds and abilities. They come from any part of the management hierarchy. While many are voluntarily taking a management course, others will have been sent by their employers regardless of personal interest or enthusiasm. A great number have either never acquired, or else have forgotten, basic student study skills. Moreover, given the ac-



tion-orientated nature of management, many students come to education with a low regard for anything which might be described as theoretical. Sometimes, they are actively hostile to any idea, model or approach not based on practice or experience alone. Having established these unique characteristics, what correlation exists between them and the proliferation of management development methods? In general terms, a discipline of such heterogeneity will obviously need to be accommodated by a diversity of teaching and learning approaches.

More specifically it can be argued that market competition has done much to stimulate innovation. Given such high client expectations, potential suppliers have had to devote time to clarifying objectives, selecting content, and designing and using appropriate teaching methods. Moreover, they have constantly to work at developing new products in order to remain competitive.

Following the principles of commercial new product development, much thought is given to labelling and packaging. Thus, many training techniques and packaged courses have titles designed to evoke an instinctive positive response. For example, acknowledging the predilection of many managers for "doing" rather than reflecting or theorizing, there are methods with such titles as Action Maze, Action Centred Leadership, Action Learning, Action Profiling and Action Project. Furthermore, the products on offer need to be distinctive, and some institutions have actually succeeded in both developing and becoming associated with a particular style or method. Thus the Harvard Business School is inextricably linked with the Case Study Method, while Joint Development Activities bring the Manchester Business School to mind. Similar associations have been achieved between individuals and approaches, as in the case of Robert Blake/Jane Mouton and Grid Development.

A great many techniques have been developed in direct response to the varying requirements of management students. Thus, Syndicate Case Discussion, The Business Game and the In-basket Exercise can be seen as examples of "work-mirroring" techniques designed to contend with the lack of basic study skills. As short courses allow no opportunity for the teaching of these, traditional educational methods such as the lecture, seminar and set reading have been abandoned in favour of those which more closely reflect the manager's working style.

As it is also impossible, during short courses, to inculcate the prevalent negative attitude to theory, management tutors have devised techniques which, rather than expounding theoretical ideas or research findings, aim to make explicit students' personal views. The use of self-assessment questionnaires linked to some management theory (refer-

red to as instrumentation) is a good example of such an approach.

It would be an over-simplification to ascribe the growth in the number of management development methods wholly to the unique culture of management education. Fashions prevail within management education, as elsewhere. Some subjects, notably psychotherapy, have provided a regular source of techniques that have been adapted for use with managers. Perhaps the best known of these are transactional analysis (TA) and Gestalt therapy, while the most recent transplant is neuro-linguistic programming. Currently, training techniques based on Skinner's theories of operant conditioning herald the return to favour of behaviour modification.

Advances in technology have inevitably influenced method development, though, as yet, only moderately. With the wide availability and relative cheapness of video equipment, its use has been incorporated in such techniques as video confrontation, micro-teaching, interpersonal process recall and trigger films. Similarly, methods such as computer assisted learning and reflective learning rely heavily on the use of a micro-computer.

Despite the foregoing rationalization of some of the reasons behind the development of so many methods, the methods themselves have evolved in a somewhat haphazard way. They have not been designed systematically after consensus between management educators as to the teaching and learning requirements to be met within management education as a whole. On the contrary, the methods have been developed by various individuals and institutions by way of response to needs specific to their own particular situations.

At the same time, given that, hitherto, there has been no central source of information, the average management tutor has been unaware of the existence of even a fraction of the development techniques available. Moreover, regular use has been confined to an even smaller number. Perhaps, given the opportunity to examine and assess the range of development techniques at their disposal, management tutors will become more aware of the benefits in effectiveness to be gained from augmenting and developing their own teaching skills. Such examination and assessment might also help identify the "circumstances" in which one method is to be preferred to another. Should this happen, it would go some way to eliminate the current "fashion of the month" approach to method choice.

Andrzej Huczynski

The author is lecturer in organizational behaviour at Glasgow University.

Andrzej Huczynski, *Encyclopedia of Management Development Methods*, Aldershot, Cower Publishing Company, £19.50.

THE POLYTECHNIC OF WALES DEPARTMENT OF MANAGEMENT AND LEGAL STUDIES MANAGEMENT EDUCATION FOR THE EIGHTIES

The Department of Management and Legal Studies offers a wide range of courses for practising and potential managers in industrial, commercial and public sector organisations. Teaching methods are highly participative and project work is an integral part of most courses. The Department seeks to provide for part-time students a flexible programme of study involving both day and evening studies.

Courses include:

GENERAL MANAGEMENT

Diploma in Management Studies*
 General Management, Manufacturing, Public Sector, Health Service.

PERSONNEL

Diploma/Certificate in Industrial Management I.M.A.
 Graduateship of the Institute of Personnel Management*
 Membership/Associatehip of the Institute of Personnel Management (Stage 111).

HEALTH SERVICE

Institute of Health Service Administrators (I.H.S.A.)

EDUCATION

Postgraduate Diploma in Education Management.

SUPERVISION

National Examination Board for Supervisory Studies (N.E.S.S.S.).

TRADE UNIONS LAW

Trade Union Representative Training, B.A. Degree (Hons).

SHORT COURSES

Arranged in conjunction with organisations on site or on campus.

For further information please contact:

Courses Admissions Officer
 Department of Management and Legal Studies
 Llantwit Road, Trelewis
 Nr. Pontypridd, Mid Glamorgan CF37 1DL
 Tel: Pontypridd 406133

* Available Full-time and Part-time.

ONE YEAR

Master's degree in Management

Imperial College has established an international reputation second to none in the field of Management Science.

Among postgraduate courses, we offer a one year Master's Programme in Management Science which is particularly attractive to students. The Programme gives a very wide choice of areas of specialisation, within the context of a complete and thorough grounding in Management Science as a whole, and incorporates an in-depth project often in conjunction with industry or commerce.

Because of the breadth of interest and the wide choice of subjects open to you, you can in effect design your own study programme choosing either to concentrate your attention in a particular field or to cover a broad area of knowledge.

The Programme leads to the University of London MSc degree and/or the Diploma of Membership of Imperial College. It begins in October each year. To be eligible, you must possess a first or second class honours degree from a British University or an equivalent qualification. In addition, if you are unable to attend College tests for entry in London, you must take the Graduate Management Admission Test (GMAT).

For course details and an application form write now to The Admissions Secretary, Department of Management Science, Imperial College of Science and Technology, Exhibition Road, London SW7 2BX.



Imperial College

**SCHOOL OF MANAGEMENT AND ORGANISATIONAL SCIENCES
 UNIVERSITY OF LANCASTER**

SYSTEMS IN MANAGEMENT

The Lancaster MA in Systems in Management, developed over the last 15 years, provides an analytical framework for improving management procedures and information flows. This framework, based on the examination of human activity within organisations by means of conceptual systems relevant to the purposes of the particular organisation has been applied in over 200 projects.

For further details of the course, write to:

FELIX SCHWARZ
 Department of Systems (32),
 University of Lancaster,
 Lancaster LA1 4YX.
 (Tel: 0524 65201 ext. 4488)

Management education

a special report

Battle against complacency

The past three years have seen the worst depression in the advanced nations for half a century and there are few signs of its ending. No industrial nation has suffered more than Great Britain. In these circumstances, one would expect a good deal of heart searching on management performance and, in particular, on the training and education for it. But criticism has been curiously muted. *The Times*, it is true, has published annual supplements on management education and occasional letters and articles. But, looking back, one is struck by how complacent they appear and how few fundamental changes are suggested by the limited correspondence. The director general of the Confederation of British Industry, Sir Terence Beckett, has been particularly scathing about some aspects of management, but did not subject the educationists to such a critical analysis, while Sir Trevor Holdsworth, chairman of GKN and recently of the British Institute of Marketing has been particularly complacent about management abilities and performance.

In the past it was fashionable for management educationists to escape responsibility for poor performance by pointing to the limited amount of training available, its recent introduction, and the tardy response to such provision as was made by business itself. This attitude increasingly lacks credibility. As long ago as 1971 NEDO, with a distinguished panel of industrialists and management educationists on its committees, was claiming that the UK was far ahead of its European rivals in the scale of activities in this form of education. If that were true, and no one has challenged the figures, then the defects must be in the content and quality of the instruction, combined with personal deficiencies in those seeking to apply it to practical situations and the milieu in which they are forced to operate. There is no doubt that management educationists, like many of the managers they train, are energetic and devoted, but they are pointed in the right direction?

Many think they are not, but almost invariably they lie outside the group of practising managers and teachers. They may, in the UK, like the president of the British Association for the Advancement of Science, Sir Charles Carter, a distinguished academic, be particularly critical of the quality of management with re-

gard to the application of scientific knowledge. Or perhaps knowledgeable observers like the *Economist* which regularly refers to the theme of management and machinery, soggy management and Luddite trade unions or some variations of that. Alternatively, they can be distinguished foreign commentators, like the *Brookings Reports* of the 1970s, or the *Der Spiegel* article of 1977. If pride did not prevent us from learning from others, then the very success of the Japanese requires management teachers and practitioners to observe them more closely than anyone else. Readers of Sunday supplements are now familiar with the boiler-suited Japanese manager who spends a good deal of time on the shop floor, and eats with the workers in the single canteen. The dozen of British Japan-watchers, G. C. Allen, recently quoted with approval the phrase: "In a Japanese firm it is difficult to tell where management begins and ends." While not minimizing the importance of Japanese technical competence we are reluctantly coming to realize that this combination of egalitarianism in the factory, together with a respect for status, seniority and tradition in other aspects, has much to do with the Japanese success story.

Even when recognized, the usual attitude in English management has been to dismiss the Japanese outlook as a mixture of Zen Buddhism and inherited characteristics which are irrelevant to the British experience, and to concentrate on the more tangible methods of improving output. Management educationists appear to support this viewpoint. The *Newsletter* of the Anglian Regional Management Centre for July 1981, for example, quotes with approval a Ford pronouncement on these lines, and this is one of the most respectable institutions in the public sector of higher education. But increasingly it appears that deep-seated human outlooks prevent the effective solution of industrial problems. But can they be solved on Japanese lines? G. C. Allen at least thinks so. The changes needed, he acknowledges, would be fundamental but no greater than those made by Japan itself in the immediate post-war period.

Many might be surprised unless one takes into account the preference for isolation from the rest of their academic colleagues that seems to be a feature of the larger management schools, that little mention is made by them of these cultural problems. The new major book by Martin Wiener: *English Culture and the Decline of the Industrial Spirit*, has been widely and generally favourably reviewed. It has been dismissed far outside the limited sphere of academics, normally likely to be interested in such a book. Most were highly favourable although criticism from one group, the economic historians who are well placed to point out the flaws in the argument, show that the thesis is by no means universally acceptable. But if the writings of the management educationists are to be taken as a guide, it has had little impact on them. One of the volume's major themes is that industrial managers and politicians alike have been driven into a cultural and value judgment pattern that is more appropriate to the rural society of previous centuries, with its rigid divisions and strict hierarchical relationships. The "gentrification" of management is a term sometimes used for the alleged defect. Certainly a prima facie case for such a charge is not difficult to make, nor is it difficult to produce some evidence that management education suffers from the same problems as management in general. Just as the new universities in the 1960s, related to the notion that they should be sited in Southcombe or Slough when they much preferred the rural charms of Brighton, York and Lancaster, so all the most popular management schools, whether in public or private hands, tend to be isolated in country

houses. Less remarked on but perhaps giving equal cause for concern is Mancun Olson's *The Rise and Decline of Nations*. Professor Olson attributes this decline to "the coagulating effect of pressure groups and combinations". Readers of management journals are familiar with the notion of the deleterious effect of trade unions, but Olson extends the criticism to employers' federations, professional bodies and monopolies of all kinds.

It can be argued that the Wiener thesis explains and reinforces a strong sense of hierarchy and of inappropriate ideas of organizational structures, to be defended at all costs. Such notions both build on and strengthen the traditions of the past in management education. For example, one of the most considerable contributions to its development in inter-war years sprang from the work of B. Seaborn Rowntree and the group surrounding him. Although the cocoa magnate derived his original ideas from a Quaker background in which a common theme was "management is equal in status but different in content", this egalitarianism did not persist. The increasing skills that the group saw as being necessary for the proper conduct of affairs required a greatly increased professionalism, which in turn led to separation from the rest of employees. Training became longer and more expensive. Such experiences accorded well with and reinforced notions of hierarchy already established in practicing management and in society in general, although it was argued that status for management was based on quality and performance rather than birth or the operation of nepotism.

This exclusive tendency, with its use of status symbols, has provoked a great deal of criticism which, perhaps ameliorated or at least cloaked the worst effects of division. The changing titles, the decline in use of the word "manager", and its replacement by executive, controller, etc., are examples of this search for status. They are also a repeat of what happened to the term "administrator" outside the Civil Service in the inter-war period as that word became associated in the popular view with the state organization man.

But these problems are made more acute because the value system is geared to individual rewards and incentives. The study of individuals and their reactions has, perhaps, been the major contribution of social scientists to management education over the last 30 years. The terms "hygiene factors" and "personal fulfilment", "hierarchy of needs" are now commonplace and reflect a conception in Western society on the individual. However, desirable as they may be in some respects, if carried to extremes it can fragment the group to which it is applied. Yet the principal lesson we perhaps ought to learn from the Japanese is the importance of the group, its cohesion and its morale.

There have, of course, been criticisms of the system for many years. For example, the one which Bloom Mayo foresaw in his later writings, and for which he coined the phrase "a rabble society", to describe it. He was heading that way, but if we are, it appears that few management writers have given thought to what to do about it. Of the many who have studied Mayo's Hawthorne experiments, will have read his *Social Problems of an Industrial Civilization*, and fewer have assimilated it in their teaching.

There can be no better example of this philosophy at work than the current position in management education. The combination of hierarchical and status pressures from both managers and educational institutions, together with the entrepreneurial activities of professional bodies, have produced a complex and confusing situation that cannot fail to work against any process of integration of the management group at least in

alone the whole work force. If one accepts Urwick's definition of management as being essentially the work of controlling others, there are currently five steps at least in the hierarchy of courses to prepare the student for this task - namely NEBSS certificates and diplomas; the certificate and diploma in management studies; and the master's degrees. If specialist diplomas, the proposed diploma in business administration of BEC and PhDs are counted, that brings the divisions to at least eight. To which, in general management, those who prefer a professional qualification can add the awards of the Chartered Institute of Secretaries and Administrators, the Institute of Industrial Management and the Institute of Administrative Management and no doubt several others. In addition, there are many more professional bodies offering qualifications in functional management.

That some part of these divisions is due to institutional exclusiveness rather than an educational step ladder with a seal of approval at each stage, can perhaps be demonstrated by the fact that entry to few of the academic qualifications is absolutely restricted to those who have already passed the lower examinations. The universities, in the main, concentrate on the master's degrees, the polytechnics and major colleges on the DMS, and so on down the hierarchy.

It is not to be wondered at that the graduates of such a system tend to assimilate exclusiveness and status ideas. Hence the concentration on the style of company car, the dining room to which one is assigned (a choice of up to five in some British companies), and even the size desk or carpet. The maintenance of face and sense of hierarchy comes to be both natural and very important and those who are often attracted by it are not those who are most likely to submerge willingly their own personality into group activities.

But management educationists are subject to other pressures than cultural ones. The notion of academic respectability, although vague, is a powerful influence and has on occasion played a considerable part in the format of management courses. For example, the commerce degrees established at the beginning of the century to provide for the education of future managers, found it extremely difficult to retain a balance between the need for relevance that the industrialist required, and the theoretical content more appropriate to academic studies.

The post-war experience has been different. Since management education has become more respectable and its content more relevant to the industrialist required, and the theoretical content more appropriate to academic studies. The post-war experience has been different. Since management education has become more respectable and its content more relevant to the industrialist required, and the theoretical content more appropriate to academic studies.

These are often enough presented as a package of techniques to solve important problems, and which have management that is needed for its short-term problems (one of the *Der Spiegel* criticisms). MBO, critical path, product analysis, etc., are



but a few that spring to mind. Management journals keep in line with these preferences. The book that has been most enthusiastically reviewed in *Management Today* in the past three years is one such topic - *Action Learning*.

Useful in themselves, they may be, but often they are far removed from the needs of the manager in situ. The popularity of such courses in the academic institution is perhaps illustrated by the fact that at the London Business School, of the 77 strong faculty, 33 teach finance related subjects (the area most appropriate to quantitative studies) compared to one each for production management and industrial relations.

In the teaching of the behavioural sciences and industrial relations in the past two decades, the notions of McGregor, Likert, Herzberg and Maslow, have predominated. Influential as they are, their concentration on the individual have worked seriously against group cohesion and activity. In UK industrial relations, the work organization is seen to be a pluralistic system with dynamic equilibrium prevailing as groups pursue their own interests but accept the need to accommodate through negotiation to the diverging needs of others, hoping by doing so to achieve in the end harmonious and unemotional relationships leading to mutually beneficial objectives. The rival unitary system has been denigrated.

The pluralistic notions have been reasonably successful until the advent of the East Asians, particularly the Japanese who are nothing if not wary in outlook. Management lecturers need to take account of this, not much by resurrecting the stale old ideas on leadership, but perhaps by a new look at the much more respectable and deep seated ideas on authority. How is it legitimated? Does participation make it acceptable?

If integration and teamwork are worthwhile ideals, then organizational forms in management courses also need attention. Is it really sensible to proceed with the fragmented system that currently prevails? Is there no way in which the advantages of training all managers or potential managers together for some part of their study at least can be achieved? Currently a management lecturer talking of organizational efficiency and teamwork must lack such credibility as a Fleet Street editor talking of industrial relations. We really should do something about it, even if all the changes required took until long after the end of the century to achieve. After all, the Japanese have taken as long to get where they are.

C. A. HORN

The author is dean of modern studies at Oxford Polytechnic.

University of Birmingham Research Report
MANAGEMENT TRAINING NEEDS IN FURTHER AND ADULT EDUCATION
A West Midlands Survey by David L. Williams
The Secretary General of the Society and Administrative Studies in Education, University of Birmingham, PO Box 363, Birmingham B16 2TT.

Forthcoming Events

The first national conference on racism in the geography curriculum has been organized by the Association for Curriculum Development in Geography with the assistance of the Commission for Racial Equality. The conference, sponsored by London University's Centre for Multi-Cultural Education, will take place on March 29 at the University of London Institute of Education. Conference organizer Dawn Gill explains: "Few people realize that the way geography is taught can perpetuate racist attitudes and stereotypes. We hope our conference will open eyes and help people to avoid unintentional racism".

Modern German Philosophy and the Arts is a course of six lectures organized by the extra mural department of the University of London

News

British Caledonian is providing scholarships for up to 20 postgraduate Nigerian students at Sussex University over the next five years. The scheme, which is to mark the tenth anniversary of the airline's flights between Nigeria and Britain, will pay fees, a maintenance award and free air travel between the two countries. The first two recipients, Idris Musa Mulkid, who is studying for an MSc in biochemistry, and Josiah Odumodu Oduwayo who is taking an MPhil course in geography, have just begun their studies.

Rutherford Polytechnic has been given approval to start the first BA (Hons) in social studies and free air travel between the two countries. The first two recipients, Idris Musa Mulkid, who is studying for an MSc in biochemistry, and Josiah Odumodu Oduwayo who is taking an MPhil course in geography, have just begun their studies.

An American University experiment in distance learning, evening and weekend teaching for degree courses, which started at Wayne State University, Detroit, and has spread through 30 institutions, is the subject of a conference at Connaught Hall, London University, from April 13-15. The conference on the "To Educate the People" consortium is sponsored by the Association for Recurrent Education, London and Southampton Universities. Details from Roger Mercer, Sheffield City Polytechnic, 36 Colliette Crescent, Sheffield S10 2BP.

Open University programmes March 26 to March 30

Saturday March 26

- 1.05 Numerical Computation: Solving Linear Equations (2021) (prog 2)
- 1.06 Political Economy and Taxation: Equivalence of a Game With Figure 2 (2022) (prog 2)
- 7.16 Language Development: Grammar Rules (2023) (prog 2)
- 7.17 Language Development: Grammar Rules (2023) (prog 2)
- 7.18 Language Development: Grammar Rules (2023) (prog 2)
- 7.19 Language Development: Grammar Rules (2023) (prog 2)
- 7.20 Language Development: Grammar Rules (2023) (prog 2)
- 7.21 Language Development: Grammar Rules (2023) (prog 2)
- 7.22 Language Development: Grammar Rules (2023) (prog 2)
- 7.23 Language Development: Grammar Rules (2023) (prog 2)
- 7.24 Language Development: Grammar Rules (2023) (prog 2)
- 7.25 Language Development: Grammar Rules (2023) (prog 2)
- 7.26 Language Development: Grammar Rules (2023) (prog 2)
- 7.27 Language Development: Grammar Rules (2023) (prog 2)
- 7.28 Language Development: Grammar Rules (2023) (prog 2)
- 7.29 Language Development: Grammar Rules (2023) (prog 2)
- 7.30 Language Development: Grammar Rules (2023) (prog 2)
- 7.31 Language Development: Grammar Rules (2023) (prog 2)
- 7.32 Language Development: Grammar Rules (2023) (prog 2)
- 7.33 Language Development: Grammar Rules (2023) (prog 2)
- 7.34 Language Development: Grammar Rules (2023) (prog 2)
- 7.35 Language Development: Grammar Rules (2023) (prog 2)
- 7.36 Language Development: Grammar Rules (2023) (prog 2)
- 7.37 Language Development: Grammar Rules (2023) (prog 2)
- 7.38 Language Development: Grammar Rules (2023) (prog 2)
- 7.39 Language Development: Grammar Rules (2023) (prog 2)
- 7.40 Language Development: Grammar Rules (2023) (prog 2)
- 7.41 Language Development: Grammar Rules (2023) (prog 2)
- 7.42 Language Development: Grammar Rules (2023) (prog 2)
- 7.43 Language Development: Grammar Rules (2023) (prog 2)
- 7.44 Language Development: Grammar Rules (2023) (prog 2)
- 7.45 Language Development: Grammar Rules (2023) (prog 2)
- 7.46 Language Development: Grammar Rules (2023) (prog 2)
- 7.47 Language Development: Grammar Rules (2023) (prog 2)
- 7.48 Language Development: Grammar Rules (2023) (prog 2)
- 7.49 Language Development: Grammar Rules (2023) (prog 2)
- 7.50 Language Development: Grammar Rules (2023) (prog 2)
- 7.51 Language Development: Grammar Rules (2023) (prog 2)
- 7.52 Language Development: Grammar Rules (2023) (prog 2)
- 7.53 Language Development: Grammar Rules (2023) (prog 2)
- 7.54 Language Development: Grammar Rules (2023) (prog 2)
- 7.55 Language Development: Grammar Rules (2023) (prog 2)
- 7.56 Language Development: Grammar Rules (2023) (prog 2)
- 7.57 Language Development: Grammar Rules (2023) (prog 2)
- 7.58 Language Development: Grammar Rules (2023) (prog 2)
- 7.59 Language Development: Grammar Rules (2023) (prog 2)
- 7.60 Language Development: Grammar Rules (2023) (prog 2)
- 7.61 Language Development: Grammar Rules (2023) (prog 2)
- 7.62 Language Development: Grammar Rules (2023) (prog 2)
- 7.63 Language Development: Grammar Rules (2023) (prog 2)
- 7.64 Language Development: Grammar Rules (2023) (prog 2)
- 7.65 Language Development: Grammar Rules (2023) (prog 2)
- 7.66 Language Development: Grammar Rules (2023) (prog 2)
- 7.67 Language Development: Grammar Rules (2023) (prog 2)
- 7.68 Language Development: Grammar Rules (2023) (prog 2)
- 7.69 Language Development: Grammar Rules (2023) (prog 2)
- 7.70 Language Development: Grammar Rules (2023) (prog 2)
- 7.71 Language Development: Grammar Rules (2023) (prog 2)
- 7.72 Language Development: Grammar Rules (2023) (prog 2)
- 7.73 Language Development: Grammar Rules (2023) (prog 2)
- 7.74 Language Development: Grammar Rules (2023) (prog 2)
- 7.75 Language Development: Grammar Rules (2023) (prog 2)
- 7.76 Language Development: Grammar Rules (2023) (prog 2)
- 7.77 Language Development: Grammar Rules (2023) (prog 2)
- 7.78 Language Development: Grammar Rules (2023) (prog 2)
- 7.79 Language Development: Grammar Rules (2023) (prog 2)
- 7.80 Language Development: Grammar Rules (2023) (prog 2)
- 7.81 Language Development: Grammar Rules (2023) (prog 2)
- 7.82 Language Development: Grammar Rules (2023) (prog 2)
- 7.83 Language Development: Grammar Rules (2023) (prog 2)
- 7.84 Language Development: Grammar Rules (2023) (prog 2)
- 7.85 Language Development: Grammar Rules (2023) (prog 2)
- 7.86 Language Development: Grammar Rules (2023) (prog 2)
- 7.87 Language Development: Grammar Rules (2023) (prog 2)
- 7.88 Language Development: Grammar Rules (2023) (prog 2)
- 7.89 Language Development: Grammar Rules (2023) (prog 2)
- 7.90 Language Development: Grammar Rules (2023) (prog 2)
- 7.91 Language Development: Grammar Rules (2023) (prog 2)
- 7.92 Language Development: Grammar Rules (2023) (prog 2)
- 7.93 Language Development: Grammar Rules (2023) (prog 2)
- 7.94 Language Development: Grammar Rules (2023) (prog 2)
- 7.95 Language Development: Grammar Rules (2023) (prog 2)
- 7.96 Language Development: Grammar Rules (2023) (prog 2)
- 7.97 Language Development: Grammar Rules (2023) (prog 2)
- 7.98 Language Development: Grammar Rules (2023) (prog 2)
- 7.99 Language Development: Grammar Rules (2023) (prog 2)
- 8.00 Language Development: Grammar Rules (2023) (prog 2)

Sunday March 27

- 1.05 Numerical Computation: Solving Linear Equations (2021) (prog 2)
- 1.06 Political Economy and Taxation: Equivalence of a Game With Figure 2 (2022) (prog 2)
- 7.16 Language Development: Grammar Rules (2023) (prog 2)
- 7.17 Language Development: Grammar Rules (2023) (prog 2)
- 7.18 Language Development: Grammar Rules (2023) (prog 2)
- 7.19 Language Development: Grammar Rules (2023) (prog 2)
- 7.20 Language Development: Grammar Rules (2023) (prog 2)
- 7.21 Language Development: Grammar Rules (2023) (prog 2)
- 7.22 Language Development: Grammar Rules (2023) (prog 2)
- 7.23 Language Development: Grammar Rules (2023) (prog 2)
- 7.24 Language Development: Grammar Rules (2023) (prog 2)
- 7.25 Language Development: Grammar Rules (2023) (prog 2)
- 7.26 Language Development: Grammar Rules (2023) (prog 2)
- 7.27 Language Development: Grammar Rules (2023) (prog 2)
- 7.28 Language Development: Grammar Rules (2023) (prog 2)
- 7.29 Language Development: Grammar Rules (2023) (prog 2)
- 7.30 Language Development: Grammar Rules (2023) (prog 2)
- 7.31 Language Development: Grammar Rules (2023) (prog 2)
- 7.32 Language Development: Grammar Rules (2023) (prog 2)
- 7.33 Language Development: Grammar Rules (2023) (prog 2)
- 7.34 Language Development: Grammar Rules (2023) (prog 2)
- 7.35 Language Development: Grammar Rules (2023) (prog 2)
- 7.36 Language Development: Grammar Rules (2023) (prog 2)
- 7.37 Language Development: Grammar Rules (2023) (prog 2)
- 7.38 Language Development: Grammar Rules (2023) (prog 2)
- 7.39 Language Development: Grammar Rules (2023) (prog 2)
- 7.40 Language Development: Grammar Rules (2023) (prog 2)
- 7.41 Language Development: Grammar Rules (2023) (prog 2)
- 7.42 Language Development: Grammar Rules (2023) (prog 2)
- 7.43 Language Development: Grammar Rules (2023) (prog 2)
- 7.44 Language Development: Grammar Rules (2023) (prog 2)
- 7.45 Language Development: Grammar Rules (2023) (prog 2)
- 7.46 Language Development: Grammar Rules (2023) (prog 2)
- 7.47 Language Development: Grammar Rules (2023) (prog 2)
- 7.48 Language Development: Grammar Rules (2023) (prog 2)
- 7.49 Language Development: Grammar Rules (2023) (prog 2)
- 7.50 Language Development: Grammar Rules (2023) (prog 2)
- 7.51 Language Development: Grammar Rules (2023) (prog 2)
- 7.52 Language Development: Grammar Rules (2023) (prog 2)
- 7.53 Language Development: Grammar Rules (2023) (prog 2)
- 7.54 Language Development: Grammar Rules (2023) (prog 2)
- 7.55 Language Development: Grammar Rules (2023) (prog 2)
- 7.56 Language Development: Grammar Rules (2023) (prog 2)
- 7.57 Language Development: Grammar Rules (2023) (prog 2)
- 7.58 Language Development: Grammar Rules (2023) (prog 2)
- 7.59 Language Development: Grammar Rules (2023) (prog 2)
- 7.60 Language Development: Grammar Rules (2023) (prog 2)
- 7.61 Language Development: Grammar Rules (2023) (prog 2)
- 7.62 Language Development: Grammar Rules (2023) (prog 2)
- 7.63 Language Development: Grammar Rules (2023) (prog 2)
- 7.64 Language Development: Grammar Rules (2023) (prog 2)
- 7.65 Language Development: Grammar Rules (2023) (prog 2)
- 7.66 Language Development: Grammar Rules (2023) (prog 2)
- 7.67 Language Development: Grammar Rules (2023) (prog 2)
- 7.68 Language Development: Grammar Rules (2023) (prog 2)
- 7.69 Language Development: Grammar Rules (2023) (prog 2)
- 7.70 Language Development: Grammar Rules (2023) (prog 2)
- 7.71 Language Development: Grammar Rules (2023) (prog 2)
- 7.72 Language Development: Grammar Rules (2023) (prog 2)
- 7.73 Language Development: Grammar Rules (2023) (prog 2)
- 7.74 Language Development: Grammar Rules (2023) (prog 2)
- 7.75 Language Development: Grammar Rules (2023) (prog 2)
- 7.76 Language Development: Grammar Rules (2023) (prog 2)
- 7.77 Language Development: Grammar Rules (2023) (prog 2)
- 7.78 Language Development: Grammar Rules (2023) (prog 2)
- 7.79 Language Development: Grammar Rules (2023) (prog 2)
- 7.80 Language Development: Grammar Rules (2023) (prog 2)
- 7.81 Language Development: Grammar Rules (2023) (prog 2)
- 7.82 Language Development: Grammar Rules (2023) (prog 2)
- 7.83 Language Development: Grammar Rules (2023) (prog 2)
- 7.84 Language Development: Grammar Rules (2023) (prog 2)
- 7.85 Language Development: Grammar Rules (2023) (prog 2)
- 7.86 Language Development: Grammar Rules (2023) (prog 2)
- 7.87 Language Development: Grammar Rules (2023) (prog 2)
- 7.88 Language Development: Grammar Rules (2023) (prog 2)
- 7.89 Language Development: Grammar Rules (2023) (prog 2)
- 7.90 Language Development: Grammar Rules (2023) (prog 2)
- 7.91 Language Development: Grammar Rules (2023) (prog 2)
- 7.92 Language Development: Grammar Rules (2023) (prog 2)
- 7.93 Language Development: Grammar Rules (2023) (prog 2)
- 7.94 Language Development: Grammar Rules (2023) (prog 2)
- 7.95 Language Development: Grammar Rules (2023) (prog 2)
- 7.96 Language Development: Grammar Rules (2023) (prog 2)
- 7.97 Language Development: Grammar Rules (2023) (prog 2)
- 7.98 Language Development: Grammar Rules (2023) (prog 2)
- 7.99 Language Development: Grammar Rules (2023) (prog 2)
- 8.00 Language Development: Grammar Rules (2023) (prog 2)

Monday March 28

- 1.05 Numerical Computation: Solving Linear Equations (2021) (prog 2)
- 1.06 Political Economy and Taxation: Equivalence of a Game With Figure 2 (2022) (prog 2)
- 7.16 Language Development: Grammar Rules (2023) (prog 2)
- 7.17 Language Development: Grammar Rules (2023) (prog 2)
- 7.18 Language Development: Grammar Rules (2023) (prog 2)
- 7.19 Language Development: Grammar Rules (2023) (prog 2)
- 7.20 Language Development: Grammar Rules (2023) (prog 2)
- 7.21 Language Development: Grammar Rules (2023) (prog 2)
- 7.22 Language Development: Grammar Rules (2023) (prog 2)
- 7.23 Language Development: Grammar Rules (2023) (prog 2)
- 7.24 Language Development: Grammar Rules (2023) (prog 2)
- 7.25 Language Development: Grammar Rules (2023) (prog 2)
- 7.26 Language Development: Grammar Rules (2023) (prog 2)
- 7.27 Language Development: Grammar Rules (2023) (prog 2)
- 7.28 Language Development: Grammar Rules (2023) (prog 2)
- 7.29 Language Development: Grammar Rules (2023) (prog 2)
- 7.30 Language Development: Grammar Rules (2023) (prog 2)
- 7.31 Language Development: Grammar Rules (2023) (prog 2)
- 7.32 Language Development: Grammar Rules (2023) (prog 2)
- 7.33 Language Development: Grammar Rules (2023) (prog 2)
- 7.34 Language Development: Grammar Rules (2023) (prog 2)
- 7.35 Language Development: Grammar Rules (2023) (prog 2)
- 7.36 Language Development: Grammar Rules (2023) (prog 2)
- 7.37 Language Development: Grammar Rules (2023) (prog 2)
- 7.38 Language Development: Grammar Rules (2023) (prog 2)
- 7.39 Language Development: Grammar Rules (2023) (prog 2)
- 7.40 Language Development: Grammar Rules (2023) (prog 2)
- 7.41 Language Development: Grammar Rules (2023) (prog 2)
- 7.42 Language Development: Grammar Rules (2023) (prog 2)
- 7.43 Language Development: Grammar Rules (2023) (prog 2)
- 7.44 Language Development: Grammar Rules (2023) (prog 2)
- 7.45 Language Development: Grammar Rules (2023) (prog 2)
- 7.46 Language Development: Grammar Rules (2023) (prog 2)
- 7.47 Language Development: Grammar Rules (2023) (prog 2)
- 7.48 Language Development: Grammar Rules (2023) (prog 2)
- 7.49 Language Development: Grammar Rules (2023) (prog 2)
- 7.50 Language Development: Grammar Rules (2023) (prog 2)
- 7.51 Language Development: Grammar Rules (2023) (prog 2)
- 7.52 Language Development: Grammar Rules (2023) (prog 2)
- 7.53 Language Development: Grammar Rules (2023) (prog 2)
- 7.54 Language Development: Grammar Rules (2023) (prog 2)
- 7.55 Language Development: Grammar Rules (2023) (prog 2)
- 7.56 Language Development: Grammar Rules (2023) (prog 2)
- 7.57 Language Development: Grammar Rules (2023) (prog 2)
- 7.58 Language Development: Grammar Rules (2023) (prog 2)
- 7.59 Language Development: Grammar Rules (2023) (prog 2)
- 7.60 Language Development: Grammar Rules (2023) (prog 2)
- 7.61 Language Development: Grammar Rules (2023) (prog 2)
- 7.62 Language Development: Grammar Rules (2023) (prog 2)
- 7.63 Language Development: Grammar Rules (2023) (prog 2)
- 7.64 Language Development: Grammar Rules (2023) (prog 2)
- 7.65 Language Development: Grammar Rules (2023) (prog 2)
- 7.66 Language Development: Grammar Rules (2023) (prog 2)
- 7.67 Language Development: Grammar Rules (2023) (prog 2)
- 7.68 Language Development: Grammar Rules (2023) (prog 2)
- 7.69 Language Development: Grammar Rules (2023) (prog 2)
- 7.70 Language Development: Grammar Rules (2023) (prog 2)
- 7.71 Language Development: Grammar Rules (2023) (prog 2)
- 7.72 Language Development: Grammar Rules (2023) (prog 2)
- 7.73 Language Development: Grammar Rules (2023) (prog 2)
- 7.74 Language Development: Grammar Rules (2023) (prog 2)
- 7.75 Language Development: Grammar Rules (2023) (prog 2)
- 7.76 Language Development: Grammar Rules (2023) (prog 2)
- 7.77 Language Development: Grammar Rules (2023) (prog 2)
- 7.78 Language Development: Grammar Rules (2023) (prog 2)
- 7.79 Language Development: Grammar Rules (2023) (prog 2)
- 7.80 Language Development: Grammar Rules (2023) (prog 2)
- 7.81 Language Development: Grammar Rules (2023) (prog 2)
- 7.82 Language Development: Grammar Rules (2023) (prog 2)
- 7.83 Language Development: Grammar Rules (2023) (prog 2)
- 7.84 Language Development: Grammar Rules (2023) (prog 2)
- 7.85 Language Development: Grammar Rules (2023) (prog 2)
- 7.86 Language Development: Grammar Rules (2023) (prog 2)
- 7.87 Language Development: Grammar Rules (2023) (prog 2)
- 7.88 Language Development: Grammar Rules (2023) (prog 2)
- 7.89 Language Development: Grammar Rules (2023) (prog 2)
- 7.90 Language Development: Grammar Rules (2023) (prog 2)
- 7.91 Language Development: Grammar Rules (2023) (prog 2)
- 7.92 Language Development: Grammar Rules (2023) (prog 2)
- 7.93 Language Development: Grammar Rules (2023) (prog 2)
- 7.94 Language Development: Grammar Rules (2023) (prog 2)
- 7.95 Language Development: Grammar Rules (2023) (prog 2)
- 7.96 Language Development: Grammar Rules (2023) (prog 2)
- 7.97 Language Development: Grammar Rules (2023) (prog 2)
- 7.98 Language Development: Grammar Rules (2023) (prog 2)
- 7.99 Language Development: Grammar Rules (2023) (prog 2)
- 8.00 Language Development: Grammar Rules (2023) (prog 2)

NOTICE BOARD



I had over-prepared the event that I had laid out just the right books I had almost turned down the pages.

With middle-aging care

I had almost turned down the pages.

Just over ten years after the death of the American poet Ezra Pound, interest in his work continues to grow.

A recent *Cambridge* programme on BBC 2 featured Bernard Kops' play about Pound's captivity in the cage at Pisa, imprisoned for broadcasting pro-Fascist speeches. On March 28 to 30, the Eighth International Pound Conference, "Ezra Pound and the Visual Arts" will be held at the University of Reading. Speakers include Donald Davie, Richard Cork, Marianne Korn and Massimo Badalupo.

ancien regime in France, the Great Reform Act of 1832 and the partition of Africa by European powers in the nineteenth century.

The new issue (no.16) of *Revue Française d'Etudes Américaines* is titled "Intellectuals in the United States". Under the guest editorship of Marc Chénier, the issue features ten articles (five in English) on a variety of subjects from Henry Adams to the "All-American" of the New York Intellectuals and its slow

CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

To place advertisements write to or telephone:

The Advertisement Manager,
The Times Higher Education Supplement,
Priory House, St John's Lane, London EC1M 4BX.
Tel: 253 3000. Telex 264971

Rates:

Classified Display - £9.50 psc
Min. size: 9cm x 1 col @ £85.50
Classified Linage - £1.85 per line
Minimum 3 lines @ £5.55
Box number - £2.00

Copy deadlines:

Classified Display:
Friday in the week prior to publication
Classified Linage:
Monday 10.00 am in the
week of publication

Universities

THE CHINESE UNIVERSITY OF HONG KONG

DIRECTOR

The Chinese University Press

The University invites applications from suitable candidates for the post of Director of the University Press. Established in 1977, the University Press publishes books in a wide range of academic disciplines in both Chinese and English.

Requirements

- Prospective candidates should be able to:
- seek out and extend through publication the intellectual resources of the University;
- ensure that the University Press reflects and promotes the scholarly interests of the University;
- conduct the affairs of the University Press in a fiduciary spirit for the intellectual enrichment and benefit of the University;
- manage all publishing operations effectively within a set budget;

- Qualifications and attributes required:
- preferably a higher degree, in addition to a good university degree or equivalent qualifications;
- proven administrative and leadership ability as well as proficiency in both the Chinese and English languages;
- extensive experience in publishing, either in overall charge or in the editorial, design, production or business section of a publishing firm or university press, and be able to see a manuscript through the various stages to its publication.

Annual Salary HK\$202,140-271,580 by 8 increments
Exchange rate approximately: US\$1=HK\$6.6
Commencing salary will depend on qualifications and experience.

Conditions of Service: Benefits include annual leave, long leave with full pay at the rate of one-sixth of residential service, superannuation (University 10%, employee 5%), medical benefits, education allowance for children and housing allowance.

Application Procedure: Applications should be made out in duplicate, giving full particulars, experience and the names and addresses of 3 persons to whom references may be made, and sent together with copies of certificates/diplomas/examinations and recent publications, to the Personnel Section, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong (quoting ref. no. 7/809/183) not later than 30th April, 1983. Please mark "Recruitment" on cover.

UNIVERSITY OF HONG KONG

Applications are invited for the following posts (closing dates in brackets):
Senior Lecturer/Lecturer in marine technology in the Department of Mechanical Engineering (15 May 1983). Applicants should be holders of an honours degree and preferably a higher degree in a relevant discipline with, in addition, a minimum of 10 years' experience in a professional institution could be an advantage.

Lecturer in Electrical Engineering (15 May 1983). Applicants should possess a higher degree, and preferably a higher degree in the field of Electrical Engineering or its equivalent. Preference will be given to those with teaching, research and administrative experience in one of the following fields: (a) computer applications, micro-computer systems and related processing; (b) VLSI circuits and systems, computer-aided design and instrumentation.

Reader/Senior Lecturer in Building Services in the Faculty of Engineering (14th May 1983). Applicants should possess a B.Sc. (Eng.) degree and preferably also a higher degree and should be Chartered Engineers (U.K.) and be corporate members of either the I.C.E. or I.E.E. or an equivalent institution, with at least 2 years' professional experience in building services engineering and with substantial teaching, research and administrative experience in a tertiary educational institution, with the educational requirements of C.I.B.S. and corporate membership of the C.I.B.S. would be an advantage.

Annual salaries (demonstrable) are: Reader (9 point scale) HK\$216,000-260,000; Senior Lecturer (10 point scale) HK\$202,140-271,580; Lecturer (11 point scale) HK\$187,000-211,000. (C.I. = HK\$10.00 approx.)

Starting salary will depend on qualifications and experience.

All current staff salaries are set at 10% of 1982 income. Housing benefits of a rental of 70% of salary, children's education allowance, leave and medical benefits are provided.

Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities (A.C.U.), 36 Gordon Square, London WC1H 0PF, or from the Applications Unit, Secretary's Office, University of Hong Kong, Hong Kong.

Appointments

Universities
Fellowships
Research and
Studentships
Polytechnics
Colleges of
Higher Education
Colleges with
Teacher Education
Colleges and
Institutes of Technology

Technical Colleges
Colleges of
Further Education
Colleges and
Departments of Art
Administration
Overseas
Adult Education
Librarians
General Vacancies
Industry and Commerce

Other classifications

Exhibitions
Awards
Conferences and Seminars
Courses

Personal
For Sale and Wanted
Holidays and
Accommodation

THE UNIVERSITY OF AUCKLAND New Zealand

COMPUTER CENTRE

Consultant in Computing

CLOSING DATE: 23rd April, 1983

Applicants should have a Ph.D. or equivalent, it is intended that the person appointed will have a detached and critical attitude to computing rather than familiarity with any specific items of equipment or software. Duties will include general support of the facilities offered by the Computer Centre through hardware and/or software systems development, formal lectures, demonstration and advisory and consultative service, as well as making a special contribution in one or more fields such as data communications, statistical software, computer graphics.

MANAGEMENT STUDIES

Lectureship in Commercial Data Processing

CLOSING DATE: 29th April, 1983

Applicants should have a higher degree and teaching experience and research interests in two or more of the following: systems analysis, systems design, programming, data base management systems, data communications, management information systems, decision support. Preference will be given to those who have had practical experience in any of these areas.

Commencing salary will be established according to qualifications and experience within the scale for Lecturers, at present NZ\$21,260-32,854 per annum. Conditions of appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, Private Bag, Auckland, New Zealand, or from the Assistant Registrar of Commonwealth Universities (A.C.U.), 36 Gordon Square, London WC1H 0PF. Applications in accordance with Method of Application should be forwarded as soon as possible but not later than the closing date stated.



Department of Aeronautics and Astronautics

Applications are invited for a

Lecturer in Space Systems Technology

In the Department of Aeronautics and Astronautics. Candidates should be appropriately qualified and should have an interest in space technology and a broad knowledge of spacecraft and space systems.

Salary Scale: £8,375 to £24,900 (16) + £13,505 per annum (under review).

The initial salary will depend on qualifications and experience. Further particulars may be obtained from Mr. D. A. S. Copland, The University, Southampton, SO8 5NH to whom applications (7 copies from U.K. applicants) should be sent not later than 6th May, 1983 quoting reference 2048.

UNIVERSITY OF LONDON

Chair of Russian History at the School of Slavonic & East European Studies

The Senate invite applications for the above Chair. Applications (10 copies) should be submitted to the Academic Registrar (THESE), University of London, Malet Street, London WC1E 7HU, from whom further particulars should first be obtained. Closing date 3 May 1983.

THE UNIVERSITY OF LANCASTER

Lectureship in Educational Psychology

Applications are invited for the post of Lecturer in the Department of Educational Research (established 1 October 1983). Applicants should have experience and research interests in the area of classroom teaching and be capable of teaching of undergraduate pursuing research.

Salary will be £8,375 to £24,900 (16) + £13,505 per annum (under review) according to age and experience.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

UNIVERSITY OF ZIMBABWE

Applications are invited for the following posts:

PROFESSOR OF ECONOMICS DEPARTMENT OF ECONOMICS

Applicants should be suitably qualified and have specialised knowledge of one or more of the following disciplines: (i) Money, Banking and Public Finance; (ii) Industrial Economics and Planning; (iii) International Trade and Finance; (iv) Public Enterprise Economics. Preference will be given to candidates with Third World and especially African experience.

LECTURESHP/SENIOR LECTURESHIP DEPARTMENT OF ECONOMICS (3 posts)

Applicants should be suitably qualified and have specialised knowledge of one or more of the following disciplines: (i) Statistics and Econometrics; (ii) Economic Theory; (iii) Agricultural Economics; (iv) Industrial Economics and Planning; (v) Monetary Economics and Public Finance.

SALARY SCALE:

Lecturer Grade II Z\$5,016 x 510-5,584 x 552-513,428

Lecturer Grade I Z\$3,890 x 390-515,584

Senior Lecturer Z\$18,000 x 430-518,540

Professor Z\$18,452 x 512-20,676 x 840-823,196.

Appointments on above scales according to qualifications and experience.

Conditions of Service: Both Permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens may be appointed only on a short-term contract basis with an initial contract period of two years. Short-term contracts may, in exceptional cases, be extended.

The copies of Applications giving full personal particulars (including full name, place and date of birth, age, qualifications, employment and experience, present salary, date of availability, telephone number and names and addresses of three referees) should be addressed to the Director, Appointments and Personnel, University of Zimbabwe, P.O. Box 167, Mount Pleasant, Harare, Zimbabwe (Telex 4-182 ZW), from whom further particulars are available on request.

Candidates should send an additional copy of application to the Association of Commonwealth Universities (A.C.U.), 36 Gordon Square, London WC1H 0PF, from whom further particulars are available.

Closing date for receipt of applications is 29th April, 1983.



UNIVERSITY OF STRATHCLYDE

THE YOUNG CHAIR OF CHEMISTRY

The University invites applications for the Young Chair of Chemistry. The successful candidate will be responsible for the teaching of Applied Chemistry and will lead the Chemical Technology Section of the Department of Pure and Applied Chemistry.

Further particulars (ref 15/83) may be obtained from the Registrar, University of Strathclyde, McCance Building, 18 Richmond Street, Glasgow G1 1XQ, to whom applications must be sent by 15th May, 1983.

University of Bristol

SCHOOL FOR ADVANCED URBAN STUDIES

MSc COURSE IN PUBLIC POLICY STUDIES

This part-time course spans over two years and is aimed at people currently working in central and local government, the NRP and other public sector agencies. The course comprises a core course in policy studies and a choice of one of the following options: Employment, Housing, Health and Social Services; and a project.

Attendance is for 1-2 days per fortnight, and four one-week residential blocks in the two years.

Applicants should hold a higher degree and have completed a research project. They will be required to teach in the Department's MSc programme.

Further inquiries from Professor J. Williams, Department of Social Sciences, University of Bristol, 8 Woodland Road, Bristol, to whom applications should be sent.

Closing date: 15th May 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Universities continued



UNIVERSITY OF DUBLIN Trinity College

REGIUS CHAIR OF LAWS (1668)

Applications are invited for appointment to the Regius Professorships of Laws (1668) at Trinity College, Dublin, which will fall vacant on 1st January, 1984 following the retirement of the present holder, Dr. R. F. V. Heuston.

Further particulars, relating both to the conditions of appointment to the Chair and to the activities of the School of Law, may be obtained from:

G. H. H. Gilligan
Secretary to the College,
Trinity College,
Dublin 2.

to whom formal applications may be made, preferably not later than 30th April, 1983.

THE UNIVERSITY OF LANCASTER CHAIR IN COMPUTING

Applications are invited for a Chair in Computing. The expectation is that the person appointed will assume responsibility both for the Computer Service and for the Department of Computer Studies. Planning of reorganization to that end will be a first task.

Salary within the Professorial range. Present professorial average £18,405.

Nine copies of applications, quoting Reference L281/A, should be submitted, not later than 22 April 1983, to the Establishment Officer, University House, Bailrigg, Lancaster LA1 4YW, from whom further particulars may be obtained.



University of Wales

SENIOR LIBRARY ASSISTANT

(fixed term - 2 years)

to assist with administration and development of a newly established library. Ability to communicate effectively essential.

Salary: Grade 1B £8,375-9,370

Requests (quoting Ref. THESE) for details and application form to Staffing Officer, UWIST, P.O. Box 68, Cardiff CF1 3XA.

Closing Date: 8th April, 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983.

Further particulars may be obtained (quoting reference L281/A) from the Establishment Officer, University House, University of Lancaster, Bailrigg, LA1 4YW, to whom applications (five copies) should be sent not later than 30th April 1983

Overseas continued

Director of Studies & Staff Tutors Senior Staff Courses

• Low tax rates - max 15% • Generous leave • Medical & dental benefits • Subsidised accommodation
• Free passages and holiday visits for children • Children's education allowance

The Hong Kong Government is about to establish an independent organisation to run, on an experimental basis, a series of senior staff courses of three months' duration for its senior officers to prepare them for directorate-level responsibilities. Applications are invited for the post of (A) Director of Studies to have overall responsibility for the preparation and administration of the courses and (B) Staff Tutors to assist with the preparation and running of the courses.

Applicants should possess a degree or professional qualification and preferably an additional qualification in public administration or management. Applicants for (A) should have about fifteen years experience in teaching or training in this field including some years in an administrative position, preferably with some experience of establishing a senior staff course. Alternatively they should have a proven record of achievement at a senior level in Government. Applicants for (B) should have about eight years experience in

teaching or training in this field. Some knowledge and experience of Hong Kong would be welcomed.

The successful candidates for (A) and (B) would be expected to assume duties by the late summer of this year. The post at (A) will attract a monthly salary of HK\$30,000 (approximately £36,000 p.a.) and the post at (B) HK\$18,000 - 24,000 (approximately £21,600 - 28,800 p.a.) depending on qualifications and experience. There will be fringe benefits and an initial contract of three years with 25% gratuity terms.

Please write to Hong Kong Government Office, 6 Grafton Street, London W1X 3LB for further information and an application form quoting reference "SSC-D" for the post of Director and "SSC-ST" for the post of Staff Tutor. Closing date for receipt of application forms: 22 April, 1983.

*Based on exchange rate HK\$10.00=£1 (Subject to fluctuation)

Hong Kong Government

LEBANON

American University of Beirut

5 Assistant Professors
Department of Business Administration
(Reference 83 A 26-30)

3 Assistant Professors
Department of Chemistry
(83 A 31-33)

The American University of Beirut is a leading cosmopolitan English medium university. Founded in 1863 in West Beirut, it is a member of the Association of American Universities and is one of the oldest and largest universities in the Middle East. Throughout its history, it has been a centre of intellectual and cultural life, and has been a significant proportion of its staff and faculty have been recruited from all over the world. It has asked the British Council to assist in recruitment in the UK for British staff to augment their faculty as from the 1983 Academic year.

Duties: 5 Assistant Professors, Department of Business Administration, Teaching Specialty: (a) Marketing - Marketing Management, International Marketing, Marketing Research, (b) Accounting - Basic Accounting, Cost Accounting and Control, Auditing, Advanced Accounting, (c) Banking - Commercial Banking, Central Banking and Monetary Policy, (d) Business Economics and Statistics - Managerial Economics Quantitative Methods, Business Economics Statistical Methods - Business Research, Analysis and Forecasting, Business Statistics, (e) Finance - Financial Markets and Institutions, Financial Management, Investment. 3 Assistant Professors of Chemistry, Teaching Specialty: (a) Analytical - Instrumentation - General Chemistry, Quantitative Analysis, Analytical Chemistry, Technical Analysis, Instrumental Techniques, (b) Inorganic - General Chemistry, Inorganic Chemistry (Lectures and Laboratory Courses), Coordination compounds, Inorganic Preparations, (c) Physical - Spectroscopy - General Chemistry, Chemical Kinetics, Molecular Structure Chemical Thermodynamics, Advanced Laboratory.

All appointees will also teach graduate courses according to ability and demand. Extra curricular activities (eg athletics coaching) are welcomed.

Qualifications: Candidates, male or female must have a PhD 1 or 2 year post-Doctoral experience is desirable. The upper age limit is 60 years. Some knowledge of Arabic would be useful but not essential.

Salary: US\$27,000 - US\$37,000 per annum, taxable (US\$1.00 = £1.36).

Benefits: A1 (04) bedrooomed University flat (rent approximately £2,000 to 4,000 per month; £227 to £265 @ £1 - £2.25, 1100), hard furnishings, cooker and refrigerator provided free heating and hot water for campus housing, return air fares and baggage allowance for appointees and family (children under 18 years); Educational and health allowance; entitlement to enrol in AUB Hospitalisation Insurance Plan; 3 summer months annual leave, A1 year contract, renewable particularly for those able to arrange accommodation, is available but 3 year contracts preferred.

Starting date: late September 1983.

Applications should reach us by 8 April 1983 if possible.

For further details and application form, please write quoting the post reference number for Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT.

THE
BRITISH
COUNCIL

UNIVERSITY OF TRANSKEI

Applications are invited from suitably qualified candidates regardless of sex, religion, race, colour or national origin, for appointment to the following posts:

FACULTY OF ART PROFESSOR/SENIOR LECTURER/LECTURER: Anthropology

Qualifications: • PhD in Social or Cultural Anthropology and extensive teaching experience.
• SENIOR LECTURER - MA plus extensive teaching experience at tertiary level.
• LECTURER - Honours BA.

Closing date for applications: 15th April, 1983.

Salary Scales:

PROFESSOR - R23,109 x 936 - 24,045 x 1,035 - 30,255.

SENIOR LECTURER - R16,557 x 936 - 24,045.

LECTURER - R12,657 x 780 - 16,557 x 936 - 23,109.

Additional benefits include: payment of removal of furniture and personal effects, assistance towards University education of children, accident insurance cover, study leave, leave gratuity on retirement and membership of group insurance, pension and medical schemes.

Applications should be sent to the Personnel Officer, University of Transkei, Private Bag X5092, Umtata, Republic of Transkei, Southern Africa.

Applicants must furnish their telephone number(s) and a detailed curriculum vitae as well as full postal addresses of at least three (3) referees.

KING SAUD UNIVERSITY (FORMERLY UNIVERSITY OF RIYADH)

Applications are invited from:

1. EFL/ESL LANGUAGE INSTRUCTORS

Applicants should hold a PhD in the following:

• Bachelor's degree in EFL/ESL

• Master's degree in English with no less than one year's experience at University level.

• Bachelor's degree and a diploma in EFL with no less than one year's experience in EFL.

• Bachelor's degree in English with no less than three years' experience in EFL.

2. LANGUAGE LAB TECHNICIANS

Applicants should hold a Bachelor's degree and no less than three years' experience in the Audio-Visual field.

Applicants, giving full addresses and telephone numbers, accompanied by non-refundable photocopies of academic and specialised experience certificates should be sent to:

Director of U.S. in

College of Arts, King Saud University, P.O. Box 1666, Riyadh, SAUDI ARABIA

Benefits include: free medical/dental care, housing allowance, free education for children, annual leave of 45 days per year plus yearly round trip home.



University of Guelph

Invites nominations and applications for the position of

PRESIDENT

The University of Guelph is a publicly supported institution, established in 1965. The present full-time enrolment is approximately 9,500 undergraduate and 950 graduate students. The part-time studies enrolment is approximately 1,500 students. There are 770 faculty members, and the annual operating budget is in excess of \$125 million including a research component of over \$30 million. The University has Colleges of Agriculture, Arts, Biological Science, Family and Consumer Studies, Physical Science, Social Science, Veterinary Medicine and University Schools of Part-time Studies and Continuing Education and Rural Planning and Development. The University operates year-round on a three-semester system.

As Vice-Chancellor, Chairman of Senate, and Chief Executive Officer, the President has general supervision over, and is responsible for, the operation of the University, including academic programs and business affairs of the University, and such other duties as may be assigned by the Board of Governors. In the performance of these functions, the President is assisted by a Vice-President, Academic, a Vice-President, Administration, and a Provost (Student Affairs).

The appointment is for a term of five years, effective from September 1, 1983, or as soon thereafter as feasible, with the possibility of extension upon review.

The salary and other benefits are negotiable and will be fully commensurate with the responsibilities involved.

Applications for this position should be accompanied by a detailed curriculum vitae and the names of referees. Letters of nomination should include a resume of the qualifications of the person nominated.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

Applications, nominations and enquiries should be sent to:

C.H. Franklin
Chairman of the Presidential Search Committee
University of Guelph
Guelph, Ontario, Canada N1G 2W1

CHAIRMAN COMPUTER SCIENCE DEPARTMENT DUKE UNIVERSITY

Duke University invites nominations and applications for the chairmanship of the Computer Science Department. The Department is slated for appreciable growth in faculty and resources over the next few years and the Administration is committed to a strengthening of this area of scholarship within the University. Persons with strong scholarly and research backgrounds who are interested in developing a major research program to complement efforts already underway in the Research Triangle Park are encouraged to apply. The nearby presence of the Microelectronics Center of North Carolina, close proximity to other research institutions, and Duke's growing capability in VLSI-related studies make this opportunity unique.

Duke University is a private, coeducational institution composed of three undergraduate schools and six graduate and professional schools. It has 5,700 undergraduate and 3,500 graduate and professional students. The Department of Computer Science is one of 24 departments in Trinity College of Arts and Sciences. The department has 236 undergraduate majors and 42 masters and doctoral students. Its eleven tenure-track faculty are actively engaged in research in VLSI algorithms and design, methodologies, experimental architectures, artificial intelligence, system performance, and medical applications.

Applicants should have an earned doctorate, a distinguished record of scholarly accomplishment, a record of significant research in computer science, and experience in group leadership. Preference will be given to those who can demonstrate a commitment to the development of a program that excels in both teaching and research.

Application materials, including a letter of application, curriculum vitae, and names, addresses and telephone numbers of five references should be sent to the Chairman of the Search Committee:

Dr. Colin C. Bleyden
Vice Provost for Academic Policy and Planning
Duke University
Durham, North Carolina 27706

Nominations and applications should be received by 1st June, 1983.

Duke University is an equal opportunity/affirmative action employer.

Overseas continued



NATIONAL UNIVERSITY OF SINGAPORE TEACHING APPOINTMENTS

In view of the University's expansion programme, applications are invited for teaching appointments ranging from Lectureships to Associate Professorships to all its eight faculties:

Arts and Social Sciences
Science
Medicine
Dentistry
Law
Engineering
Architecture and Building
Accountancy and Business Administration

Candidates should possess a Ph.D. degree, except those applying to the departments of Computer Science, Law, Architecture and Accountancy, should possess at least a master's degree. In certain disciplines, relevant professional qualifications are also required. Preference will be given to candidates who have relevant teaching and research experience.

Gross annual emoluments range as follows:

Lecturer \$27,610-57,040
Senior Lecturer \$35,470-84,500
Associate Lecturer \$57,430-101,970

(STGE1 = \$33.13 approximately)

The commencing salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Staff in the Faculties of Medicine and Dentistry with basic medical/dental degrees and recognised higher professional/academic qualifications will be given the option either to retain consultation fees or be paid a fixed allowance, the rates of which are as follows:

Lecturer \$84,200 or \$55,400 p.a.
Senior Lecturer \$98,000 p.a.
Associate Professor \$115,000 p.a.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$8890 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when the staff member leaves Singapore/Malaysia permanently.

Other benefits include: a settling-in allowance of \$81,000 or \$82,000, subsidised housing at rentals ranging from \$8100 to \$2216 p.m., education allowance in respect of children's education subject to a maximum of \$512,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members in Faculties other than Medicine and Dentistry may also undertake consultation work, subject to University approval, and retain fees up to 80% of gross annual emoluments in any one year.

Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University
of Singapore,
Kent Ridge,
Singapore 0511.
REPUBLIC OF SINGAPORE

Mr. R. E. Sharma
Director,
NUS Overseas Office,
5 Cheong Street,
London SW1,
United Kingdom.
Tel: (01) 235 4682.



UNIVERSITY OF CAPE TOWN Chair in Roman-Dutch and Private Law

Applications are invited for appointment to the above post vacant from 1 May 1983.

The University wishes to appoint a scholar who will take part and provide leadership in teaching and research in Roman-Dutch and Private Law. The Department of Roman-Dutch and Private Law is primarily responsible for courses covering the history of South African law, law of persons, family law, law of things, general principles of the law of contract and tort, the law of delict and the law of succession. Arrangements can probably be made for the balance of the appointee's duties to reflect other teaching and research interests. Applicants should therefore state in which subjects they are qualified and prepared to teach.

Appointment will be made according to qualifications and experience on the salary scale R23 109 - R24 045 x 1 035 - R23 285 per annum. There is a salary supplementation which is currently R1 800 per annum and an emolument bonus of nearly one month's salary.

The University offers excellent benefits, generous research leave, travel and moving expenses, an attractive housing loan subsidy, 75% rebate on tuition fees, pension fund, medical aid and group life insurance.

Applicants should submit a full curriculum vitae, stating research interests, relevant qualifications and experience, present salary, the date when could be assumed and the names and addresses of three referees whom the University may contact direct.

Further information may be obtained either from Miss J. Lloyd, SA Universities Office, Chiswick House, 278 High Holborn, London WC1V 7HE, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag, Rondebosch, 7700, South Africa, by whom applications (quoting ref. no. 5327) must be received no later than 22 April 1983.

This University's policy is not to discriminate on the grounds of sex, race or religion.

Implementation of this policy is obtainable on request.

PRESBYTERIAN CHURCH OF NEW ZEALAND THEOLOGICAL HALL

Applications are invited for two positions in the Theological Hall, Knox College, Dunedin, New Zealand:

PROFESSOR OF NEW TESTAMENT STUDIES PROFESSOR OF PASTORAL THEOLOGY AND COMMUNICATION OF THE GOSPEL

Applicants should be ministers or communicant members of one of the Churches belonging to the National Council of Churches in New Zealand, or churches with which these are in communion; they should write for the appropriate conditions of appointment to:

The Secretary,
Theological Hall,
Knox College,
Arden Street,
DUNEDIN,
New Zealand.



UNA International Service

THIRD WORLD VACANCIES

WEST BANK: Social Statistatlon to work with an adult education and literacy programme based at a university. Field work experience (preferably in third world) and appropriate qualifications in development studies, sociology or economics required.

MADAGASCAR: EFL Teachers needed, 2 for university with MA in English and 2 teacher training college with BA in English; for all posts teaching certificate and experience needed.

Serve for two years on basic living allowances with all costs covered. Details from UNAIS, 3 Whitehall Ct., London SW1. Please quote HE/1.

Duke University

Computer Science Department

CHAIRMAN

Duke University invites nominations and applications for the chairmanship of the Computer Science Department. The Department is slated for appreciable growth in faculty and resources over the next few years and the Administration is committed to a strengthening of this area of scholarship within the University. Persons with strong scholarly and research backgrounds who are interested in developing a major research program to complement efforts already underway in the Research Triangle Park are encouraged to apply. The nearby presence of the Microelectronics Center of North Carolina, close proximity to other research institutions, and Duke's growing capability in VLSI-related studies make this opportunity unique.

Duke University is a private, coeducational institution composed of three undergraduate schools and six graduate and professional schools. It has 5,700 undergraduate and 3,500 graduate and professional students. The Department of Computer Science is one of 24 departments in Trinity College of Arts and Sciences. The department has 236 undergraduate majors and 42 masters and doctoral students. Its eleven tenure-track faculty are actively engaged in research in VLSI algorithms and design, methodologies, experimental architectures, artificial intelligence, system performance, and medical applications.

Applicants should have an earned doctorate, a distinguished record of scholarly accomplishment, a record of significant research in computer science, and experience in group leadership. Preference will be given to those who can demonstrate a commitment to the development of a program that excels in both teaching and research.

Application materials, including a letter of application, curriculum vitae, and names, addresses and telephone numbers of five references should be sent to the Chairman of the Search Committee:

Dr. Colin C. Bleyden
Vice Provost for Academic Policy and Planning
Duke University
Durham, North Carolina 27706

Nominations and applications should be received by 1st June, 1983.

Duke University is an equal opportunity/affirmative action employer.

PLEASE
MENTION

THE
THES

WHEN
REPLYING
TO
ADVERTS

Special Book Numbers for 1983

Apr

1 London Book Fair
8 Psychology (I)
15 Engineering
22 Philosophy
29 Chemistry

May

6 Law
13 American Studies
20 Environmental Studies
27 Social Administration

Sept

23 Education (II)
30 Economics (II)

Oct

7 Biological Sciences (II)
14 English (II)
21 University Presses
28 Sociology (II)

Nov

4 Maths and Physics (II)
11 History (II)
18 Psychology (II)
25 Politics

Dec

2 Computer Science

Don's diary

Tuesday

Flew in by Swissair to Basel. Quiet, efficient, multilingual cabin service as expected. Dinner with host. Comfortable hotel in city centre. Early to bed.

Wednesday

To the lab; old acquaintances renewed; talk a lot of shop. First lecture given to lively audience. I think the theme is not very different from one I gave five years ago but the audience has changed. In any case, as the economists say, the questions are the same but the answers are different.

Surprised to learn that there is difficulty in finding enough students to study chemistry at Swiss universities, the chemical industry being such a strong feature of their economy. No chemistry is taught in Basel high schools until the 14-15 age group and attitudes to the subject seem, by then, to have already hardened. This has been shown by examining art class exercises on "the chemist in society" which brought out the fien-dish scientist caricature, smoking factory chimneys and pollution in the Rhine; even atomic explosions, which is more than a bit unfair.

There were unfortunately few signs of medicine, agriculture, modern fabrics etc. The subsequent efforts of Swiss chemistry teachers to correct these images seem to have failed. At the present time, the UK chemistry situation is more healthy, both the numbers and quality of students having improved in recent years.

Drive 10 miles into France for dinner where the cost in French francs is numerically the same as the Swiss franc cost at a typical Basel restaurant (in three times cheaper). Back early, Basel is very quiet.

Spent the day in the lab, admiring some fine equipment; second lecture. Evening to myself - there must be something to do. My Fair Lady in German sounds a challenge to Professor Higgins but I do not think my language ability is up to it. Tour the cinemas but nothing new except E.T.; too sad for me. By 9pm the city is dead; another early night.

Thursday

Spent the day in the lab, admiring some fine equipment; second lecture. Evening to myself - there must be something to do. My Fair Lady in German sounds a challenge to Professor Higgins but I do not think my language ability is up to it. Tour the cinemas but nothing new except E.T.; too sad for me. By 9pm the city is dead; another early night.

Friday

Final lecture; say "see you again" perhaps, in five years. Quiet evening.

Saturday

Visit zoo; it is after all one of the best in the world and the polar bears are enjoying the weather. A nice touch is the adopt-an-animal scheme for young people. Instead of spending Saturday afternoon combing the dog or cleaning out the rabbit cage they spend it at the zoo combing the bears and mucking out the hippopotamus. Judging by the afternoon's activity the scheme is a great success.

Really splendid exhibition of Hockney photographs at the Kunsthhaus. Basel is a very cultured city. Pleasant evening with host and family. They think I should stay on for Fasnacht which I thought was the middle European carnival (drunken orgy?) that precedes Lent. They tell me in Basel it is a bit different - rather quiet I expect.

Sunday

A bit of fresh air in the mountains but unfortunately the fog descended and it was a rather damp and chilly perambulation. Better have an early night, because (shock horror) I am to be called at 3.30am to see the start of the festival. It has been persisting this last week in Basel and

I am sure that 3.30am must be close to Temp(min).

Monday

They call it *Morgenstreich*. The streets are absolutely packed and it is with some difficulty we get down towards Markt Platz in the centre of town. Many groups are in fancy dress, carrying lanterns and with life and drum bands in attendance. At 4am precisely, as the digital watches beep, all electric lights are switched off and the town is left to candle power and a few gas jets. Off go the groups - I am told they are called cliques - to parade through the town. Not according to an ordered route, but just to their individual fancy. Great congestion at some junctions as cliques converge from several sides. It is really not so cold. Take 100,000 people in a small area, expending much energy on march, life and drum; burn a few thousand candles, and it must warm up a bit.

After two hours of this, with no slackening in local enthusiasm, we depart for traditional breakfast of burnt-flour soup and onion tart - strange delicacies that they reserve for once a year. Back to bed for me. I understand that Basel folk go to work.

Out after lunch for the big parade. I now know why Basel is so quiet for 360 days in the year: it is because they are all preparing for Fasnacht. Just to set the scene. For two hours the parade passes in both directions along the street and I never saw a repeat. Each clique (a sort of club) has a lantern, a painted tableau, typically carried on four shoulders, and a procession in costume to fit the lantern theme. Fifties and drums sound the traditional themes (although I did hear one rendition of *Rule Britannia*). I hear after that there were about 200 of these in the parade and I only saw a small fraction in my part of the town.

Lantern themes are based on events of the past year. Most popular, by far, was the fact that moths got at the tapestries in the Basel historical museum. This, in the home of Ciba-Gelby, is considered both comical and disgraceful. Other themes in evidence were football violence (by British standards mere tea-parties, I think), the wine glut they had so much last year they had to fill the swimming pools with it, escaped prisoners (the goal is a bit of cake for the modern criminal) and so on and so on.

I only saw one lantern with an obviously non-local theme. It showed the Queen sitting up in bed reading *The Times* with Michael Fagan sitting at the foot drinking a glass of wine (guardsman asleep outside). Top of the picture was: *Honi soit qui mal y pense*. It is nice to know we still make an impact. The other feature from which the population receives a bountiful supply of flowers, oranges and confetti. After two hours the streets are inches deep in confetti.

Sorry to leave this Fasnacht quite simply the finest display of pop art I have seen. But no drunken orgy in fact I did not see evidence of event night excess. This certainly makes Basel Fasnacht different from most others; also the fact that it occurs in Lent rather than before Lent (they say to annoy the Catholics).

Up early, what a surprise the streets are clean. Did the whole population stay up all night with vacuum cleaners? Fly home by British Airways. Ascribed to say that none of the cabin staff could speak either French or German. Are there no unem-ployed linguists who would like the high life?

John Murrell

The author is dean of the school of chemistry and molecular sciences at the University of Sussex.

Lord Rosebery once dreamt he was giving a speech on the floor of the House of Lords, and he woke up and - by god - he was! Truly I dreamt the other night I was shaking hands with and praising Sir Harold Wilson in front of 2,000 school children in the Central Hall, Westminster, and I knew that when I woke up I would be. I had to wake up, dress, go out and face the day.

The Politics Association's London branch is a marvellous group of women. Three energetic sisters can pack Central Hall regularly with sixth-formers and young college students, and persuade the good and the great to walk across the road to impart civic education and face one of the largest, liveliest and toughest audiences that they will ever meet now that the hustings have been destroyed by the Box. I don't normally have bad dreams about such events, but there was the question of Sir Harold. I had agreed to take the chair long before and who was I to ask about accepting the chair which Great Men they were planning to invite? At one time in my life I was used to rough and mixed company, and I can still act with the perfect good manners of Mr Roy Jenkins canvassing in Glasgow or of Mr Michael Foot consoling Mr Peter Tatchell. But Sir Harold Wilson raised a problem.

The British state observes a 30 year rule (and even then they keep some of it back) but I observe a 10-year rule - otherwise I would never have told a few months ago the Hampstead jogging tale ("Hullo, Bernard, still running?"). "Hullo, Michael, still walking?" It was in 1971 that the *Political Quarterly* had a notorious editorial on "Mr Wilson's leadership": "Mr Wilson has proved himself unfit to be leader of the Labour Party. He has become a liability to the labour movement. No one can now believe that he stands for anything except maintaining his own position as leader..."

And it pointed to "the powerlessness of one man to do anything but carry on playing". It got the journal some publicity. The Labour Party made the mistake of banning it from their conference bookstall at Brighton, creating still more publicity and also commissioning a "serious" and "authoritative" article to sell it at the doors ("capitalist filth", they said, "but we'll do it for broad"). Wilson thought at first that John Mackintosh had written it, but then discovered it was me. His friend, Joe Kagan (the one that usually went to prison), gave me a dinner to try to win me round, although the ever-loyal Gerald Kaufman denounced me publicly as an "enraged academic monster" which was broadcast, but BBC removed from the tape my retort: "I would rather be a moth than Mr Wilson's poodle."

It did bump up our circulation by about 200 copies, and I meant every word. I still do. I still think that when he came back he avoided every difficult decision, broke the spirit of the Labour Party, tainted everyone

ing the specimens acquired during your last research project has been regularly used as a bicycle shed for the last five years. Place the blame for your not knowing this convincingly on somebody else.

9. You meet the vice chancellor as you both emerge from a massage parlour at 11.15 on a Tuesday morning. Analyse the reasons for not raising the matter with her when your next application for a research assistant has been rejected.

10. Compose a letter to the father of a rich student from an overseas country, implying that the award of the Peace Education Prize for anyone staying the full three years in this country, but carefully avoiding any word or phrase which might be construed as a formal promise in any subsequent legal action if the student should fail.

11. Compose a valedictory address to be delivered at the next senate, proposing that the title of emeritus professor be conferred, on retirement at the age of 65, on a colleague whose departmental intake has declined from 68 undergraduates a year when you first engineered his appointment in 1958 to 17 in 1982.

Philip Thody

The author is professor of French at Leeds University.

Resisting power for power's sake



Bernard Crick

who remained in his Cabinet, and simply slipped away before the trouble started, to spend his time giving away every school prize in Yorkshire (to the equal annoyance of Roy Hattersley and Sir Keith Joseph) and addressing sixth-form conferences on how well he governed Britain. I laugh because otherwise I would weep for the great harm that he did our country and my party.

So I was not looking forward to last Thursday. To make matters worse, when I was still reviewing *The Guardian* (before the Social Democratic purge began), I had called himself unfit to be leader of the Labour Party. He has become a liability to the labour movement. No one can now believe that he stands for anything except maintaining his own position as leader...

And it pointed to "the powerlessness of one man to do anything but carry on playing". It got the journal some publicity. The Labour Party made the mistake of banning it from their conference bookstall at Brighton, creating still more publicity and also commissioning a "serious" and "authoritative" article to sell it at the doors ("capitalist filth", they said, "but we'll do it for broad"). Wilson thought at first that John Mackintosh had written it, but then discovered it was me. His friend, Joe Kagan (the one that usually went to prison), gave me a dinner to try to win me round, although the ever-loyal Gerald Kaufman denounced me publicly as an "enraged academic monster" which was broadcast, but BBC removed from the tape my retort: "I would rather be a moth than Mr Wilson's poodle."

It did bump up our circulation by about 200 copies, and I meant every word. I still do. I still think that when he came back he avoided every difficult decision, broke the spirit of the Labour Party, tainted everyone

ing the specimens acquired during your last research project has been regularly used as a bicycle shed for the last five years. Place the blame for your not knowing this convincingly on somebody else.

9. You meet the vice chancellor as you both emerge from a massage parlour at 11.15 on a Tuesday morning. Analyse the reasons for not raising the matter with her when your next application for a research assistant has been rejected.

10. Compose a letter to the father of a rich student from an overseas country, implying that the award of the Peace Education Prize for anyone staying the full three years in this country, but carefully avoiding any word or phrase which might be construed as a formal promise in any subsequent legal action if the student should fail.

11. Compose a valedictory address to be delivered at the next senate, proposing that the title of emeritus professor be conferred, on retirement at the age of 65, on a colleague whose departmental intake has declined from 68 undergraduates a year when you first engineered his appointment in 1958 to 17 in 1982.

Philip Thody

The author is professor of French at Leeds University.

him he slipped sideways into the nature of the Labour Party, and that soon reminded him of its absolute dedication to pensions policy. "Stop your condescending waffle and answer the question", bawled a girl whom the new register has enfranchised. She can't have been taught that the rule of law means "sit down and behave yourself"; she must believe that citizenship means speaking up unasked. He slipped into a higher gear and flashed back. There was then much less Toad of Toad Hall and more of Harold in the House, so I abandoned the list of lauded questions and let 'em come - with his agreement - fast and hard from the floor. He actually seemed to enjoy it, like an old bear wrestling with young cubs, renegeing Prime Minister's question time. He signed autographs and departed with his solitary and constant bodyguard.

Two later speakers they enjoyed more. But they had had an extraordinary civic experience: a former Prime Minister exposing himself to all kinds of questions by eager and tactless youth. That's what parliamentary democracy is all about! But think of the substance of it: everything he said still asserted that everything he had done had turned out right - a sensational complacency. The kids milled around their teachers in the coffee interval: "Doesn't he realize that...?" Some of the older teachers looked a bit embarrassed: hard to relate it to their British constitution teaching. Some of the younger looked as pleased as I was, a first-class piece of political education.

I wonder how many got the real point? The terrible difficulty, not merely in government but in industry, in universities and colleges too, of getting rid of heads who don't want to do anything, those who simply enjoy power for its own sake and will stoically or sullenly endure any amount of abuse, contempt and visible failure so long as their bottoms are glued to the chair. It is so much easier to get rid of people who actually want to do something with power. They themselves establish goals of which the failure to reach become mutually acceptable grounds for resignation or replacement. Good leaders ride high but they can fall low. Bad leaders can do nothing for years and become unremovable in their time, though soon forgotten afterwards, lonely figures roaming roomless corridors. Orwell was right in his satire *Nineteen Eighty-Four* that those we should fear most are those who want power for the sake of power, not to do good or evil with it. And in real life these power-hungry types are often kindly and benign, not oppressive and sadistic - which makes otherwise public-spirited people, like Wilson's former colleagues, reluctant to wield the hallooed Brutus knife. But fat fingers and slow stupidity more often kill republics. And was Bosomworth too harsh on humanity when he remarked: "Slaves are as guilty as tyrants?"

Active defence

Sir - I was rather stung by Mr George Parfitt's reference to "David Holbrook's brand of lazy elitism" (*THESE* letters, March 12). I am perhaps what the epithet "elitist" means: even my book *English for the Reflected*, which was about stimulating talent in the less able child, has been called "elitist". But if Mr Parfitt had looked me up in his university library catalogue he would have found that I have published eight books on the teaching of English and a number of cultural studies based, among other sources, on theories from psychoanalysis, existentialism and phenomenology, including studies of two modern poets, and the music of Gustav Mahler. The last book on English tries to outline a philosophy of English teaching based on the above sources in what I call "philosophical anthropology". All this work may be wrong or bad, and my position not tenable; but at least I am not lazy.

Yours, DAVID HOLBROOK, Downing College, Cambridge.

Laissez faire

Sir - One of your contributors wrote recently in a book review: "The English reader might find the language slightly irritating, a North American: 'vehement' that moves from the campus of the 1960s ('Let's back up') to 'recapitulate' in the mountains ('grizzly' for 'grizzly')."

Surely it is a little we English stop regarding American usage and spelling as a barbarism. We now accept that the French write *Frangais* and Germans *German* without being thereby diminished. Could we not extend this generosity across the Atlantic?

Yours faithfully, J. B. LLOYD, Department of biological sciences, University of Keele.

Postgraduate appeals

Sir - Professor Nuttall (*THESE* letters, March 18) registers disquiet at the refusal of the University of Hull to allow a postgraduate student the right of appeal on academic grounds. As a student of Education, I too have been refused an appeal. Indeed he appeals procedure exists (save to the university visitor). The university seems to feel no obligation whatever to tell students why they have failed. One has to assume that the criteria exist and that verdicts passed on students are not arbitrary. If so, why can they not be made public (explicit)? Why are decisions on stu-

LETTERS TO THE EDITOR

Getting the job done - but paying the penalty

Sir - The University Grants Committee has decided to penalize those universities which seem likely to exceed the student number targets for 1984/85 set by the UGC in 1981. Hull University is one of these and has been "fined" £40,000 for not being on target for the required 150 students. The universities of Heriot-Watt, Dundee, Keele and Swansea have been similarly fined by amounts ranging from £20,000 to £60,000. These fines are accompanied by warnings that unless that UGC targets are met by 1984, further financial penalties will be exacted. The monies taken from these universities will be given to unnamed institutions "elsewhere" to strengthen their "research base".

The five institutions concerned have been penalized for demonstrably fulfilling a legitimate function (some may say the main function) of

a university - the education to a degree level of students able and qualified to benefit from such an education. Against this solid achievement the "research base elsewhere" which is the UGC's preferred destination for the money, is at best vaguely notional and at worst wasteful pocket money for places almost certainly already endowed with substantial research funds.

This act of punitive inefficiency by the UGC is then compounded by a new threat with huge implications. Since Hull and its fellow delinquents have not absolutely obeyed the UGC in this matter of student numbers, they run the risk of being demoted. The UGC, it emerges, is considering "the various forms the university system might take" and those institutions which have misbehaved might well find themselves at the bottom (that is, the teaching-only end) of a tiered system of higher education.

Social skills

Sir - Whenever I read an article like Jon Turney's "Ask the Engineers" (*THESE* letters, March 18) I think of the skills acquired by the much-maligned sociology graduate. Our students learn from the beginning to read and assimilate written material quickly, to be able to write a critical review and present it to a group. They then need to "think on their feet" discussing their arguments again in the light of criticism. These intellectual and interpersonal skills I hope they share with all arts and social science graduates.

Secondly, they are able to discuss the human interaction, social structure, complex organizations and culture which constitute the context in which decision-making and technical innovation take place. Finistron appreciated that engineers needed skills similar to those of the social scientist, but who has taken him seriously on this?

When I make such a point I am usually told that we need more technologists, which simply shows, I suppose, that those who are part of a problem will be the last to see it. Yours sincerely, ROBERT MOORE, Department of sociology, University of Aberdeen.

Degree submissions

Sir - Having read Mr Connal Boyle's article (*THESE*, February 25) I feel that it would be deplorable if the main assertion of the article was to pass unchallenged.

Although I have no personal involvement in the Council for National Academic Awards, I was at one time at the receiving end of many visiting parties concerned with approving degree submissions in biology, geography, geology and the combined sciences. Most visiting parties were composed of representatives from the polytechnic and university sectors. The academic debate concerning the submission under scrutiny, while never easy, was almost always constructive, and I know for a fact that many of the university members of the panel came across innovative approaches for years and were subsequently to praise and often to introduce into their own university departments.

Although there is a commonality of purpose, for example in degrees in biology from Liverpool, Wolverhampton, North East London Polytechnic or Portsmouth, within each degree there is a totally different emphasis and approach and many new subject areas have been developed. I agree that the Open

Peace project

Sir - I am a teacher currently engaged in a project in which I am examining recent developments in peace education in secondary schools. To that end, I would like to appeal to teachers, students, and parents to contact me with any information they may have regarding the existence of peace education in their schools or schools with which

they are acquainted. Replies will, of course, be treated confidentially but I hope that the substance of the information I receive will eventually be of direct use to activists and to further the cause of peace education.

Sincerely yours, JULIE A. MILLS, School of Peace Studies, University of Bradford.

Postgraduate appeals

Sir - Professor Nuttall (*THESE* letters, March 18) registers disquiet at the refusal of the University of Hull to allow a postgraduate student the right of appeal on academic grounds. As a student of Education, I too have been refused an appeal. Indeed he appeals procedure exists (save to the university visitor). The university seems to feel no obligation whatever to tell students why they have failed. One has to assume that the criteria exist and that verdicts passed on students are not arbitrary. If so, why can they not be made public (explicit)? Why are decisions on stu-

the specialities. Furthermore the proletarianization (if such a word is permitted) of academia forced upon it by "the cuts" and by the gradual attenuation of tenure compels the publication of minutiae in order to develop that essential stock-in-trade: a lengthy bibliography.

Without tenure what hard-pressed, mortgage-laden, academics can afford the three to five years necessary to gestate and bring to birth a worthwhile book? Nevertheless let us hope that the hypothesis implicit in Sir Peter's title, that only fools write books, is still falsifiable.

Yours faithfully, C. U. M. SMITH, Department of biological science, University of Aston.

Conservative estimate

Sir - It was a pleasure to read your report of the Scottish Conservative Candidates Association advocating increased student numbers in higher education (*THESE*, March 11). A pleasure, because support for higher education even from an unlikely quarter is much needed at present.

However, the authors of the report might reflect on the fact that it is not the universities who have cut student numbers. It was the Government - not the universities, the Committee of Vice-Chancellors and Principals, or even the University Grants Committee - who recently reduced home student fees to prevent the universities restoring their slashed incomes by admitting more students.

It is also regrettable that the authors of the report apparently saw fit to repeat the old saw that some may well have been ignored by business studies we have incorporated them as part of our quantitative teaching for many years now and are sure that other geographers have been doing likewise.

Yours faithfully, P. FARRIS, A. HALLSWORTH, K. JONES, Department of Geography, Portsmouth Polytechnic.

Peace project

Sir - I am a teacher currently engaged in a project in which I am examining recent developments in peace education in secondary schools. To that end, I would like to appeal to teachers, students, and parents to contact me with any information they may have regarding the existence of peace education in their schools or schools with which

they are acquainted. Replies will, of course, be treated confidentially but I hope that the substance of the information I receive will eventually be of direct use to activists and to further the cause of peace education.

Sincerely yours, JULIE A. MILLS, School of Peace Studies, University of Bradford.

Postgraduate appeals

Sir - Professor Nuttall (*THESE* letters, March 18) registers disquiet at the refusal of the University of Hull to allow a postgraduate student the right of appeal on academic grounds. As a student of Education, I too have been refused an appeal. Indeed he appeals procedure exists (save to the university visitor). The university seems to feel no obligation whatever to tell students why they have failed. One has to assume that the criteria exist and that verdicts passed on students are not arbitrary. If so, why can they not be made public (explicit)? Why are decisions on stu-

denies made in camera? What irony it is that it should be necessary to ask the university, that palace of reason, to justify its actions.

I, myself, am appealing both on academic grounds and on the grounds of negligence by the university. During my course I became unhappy with the quality of my supervision and complained in writing to my head of department as the regulations require. It just happens, unfortunately for me, that he was also my supervisor. Since then he has been unable to cope with this kind of problem, save by rejecting the student.

Yours faithfully, J. B. LLOYD, Department of biological sciences, University of Keele.

Broadening history's outlook

Sir - J. P. Kenyon's extraordinary encomium to the greatness and wisdom of G. R. Elton (*THESE*, March 18) cannot be allowed to pass without comment. Professor Elton's distinction as a professional historian is undoubted, recognized in his recent election to the regius professorship. His wisdom as an authority on the proper scope for historical study is much more questionable. Indeed it is the sheerest prejudice on Professor Kenyon's part to claim that Elton was "monumentally right" in the 1960s not to go "whoring after the exotic delights of sociology, or anthropology, or computerization".

Such a claim is nonsense. Elton the conservative, constitutional historian has been consistent, but notably lacking in openness to the prospect of breaking down barriers between history and other disciplines and intellectual currents, many of which have proved most exciting. Demographic history and social history have flourished - at Cambridge and elsewhere - despite their more traditional opponents, of whom Elton has been a leading representative.

This narrowness must throw doubt on the claim that he is one of the two greatest British historians of this century, one criterion for judging which must surely be breadth of vision and sympathy towards fruitful new developments. There are others that have a better claim. Perhaps Professor Kenyon should reread E. H. Carr's *What Is History?*

Yours sincerely, MARTIN BULMER, Department of social science and administration, London School of Economics.

Conservative estimate

Sir - It was a pleasure to read your report of the Scottish Conservative Candidates Association advocating increased student numbers in higher education (*THESE*, March 11). A pleasure, because support for higher education even from an unlikely quarter is much needed at present.

However, the authors of the report might reflect on the fact that it is not the universities who have cut student numbers. It was the Government - not the universities, the Committee of Vice-Chancellors and Principals, or even the University Grants Committee - who recently reduced home student fees to prevent the universities restoring their slashed incomes by admitting more students.

It is also regrettable that the authors of the report apparently saw fit to repeat the old saw that some may well have been ignored by business studies we have incorporated them as part of our quantitative teaching for many years now and are sure that other geographers have been doing likewise.

Yours faithfully, P. FARRIS, A. HALLSWORTH, K. JONES, Department of Geography, Portsmouth Polytechnic.

Peace project

Sir - I am a teacher currently engaged in a project in which I am examining recent developments in peace education in secondary schools. To that end, I would like to appeal to teachers, students, and parents to contact me with any information they may have regarding the existence of peace education in their schools or schools with which

they are acquainted. Replies will, of course, be treated confidentially but I hope that the substance of the information I receive will eventually be of direct use to activists and to further the cause of peace education.

Sincerely yours, JULIE A. MILLS, School of Peace Studies, University of Bradford.

Postgraduate appeals

Sir - Professor Nuttall (*THESE* letters, March 18) registers disquiet at the refusal of the University of Hull to allow a postgraduate student the right of appeal on academic grounds. As a student of Education, I too have been refused an appeal. Indeed he appeals procedure exists (save to the university visitor). The university seems to feel no obligation whatever to tell students why they have failed. One has to assume that the criteria exist and that verdicts passed on students are not arbitrary. If so, why can they not be made public (explicit)? Why are decisions on stu-

denies made in camera? What irony it is that it should be necessary to ask the university, that palace of reason, to justify its actions.

I, myself, am appealing both on academic grounds and on the grounds of negligence by the university. During my course I became unhappy with the quality of my supervision and complained in writing to my head of department as the regulations require. It just happens, unfortunately for me, that he was also my supervisor. Since then he has been unable to cope with this kind of problem, save by rejecting the student.

Yours faithfully, J. B. LLOYD, Department of biological sciences, University of Keele.

Taking a quantum leap in democracy

What with miners' ballots and Government Green Papers there's been a lot of talk recently about democracy in trades unions. Much of it is pretty dishonest, as the idea of the Tory party taking other organizations to task about their internal democracy strikes me as somewhat bizarre.

And yet, through political sleight of hand, this Government has managed to create for itself a level of authority as the guardian of democracy in Britain.

Ever mindful of criticism on this delicate and emotive subject, at the National Union of Students we have sought constantly to improve our internal democracy on our own terms. Our motivation for periodic bouts of self-scrutiny is an awareness that the very concept of democracy is a fundamental organizing principle for student unions, as well as the single major source of political strength that we possess in the student movement, lacking as we do any economic biceps with which to threaten hostile governments.

Over the years we have built in electoral mechanisms to encourage a pluralistic composition on our national executive - and of course students disavowed themselves of that undemocratic "first past the post" electoral system long ago in favour of the single transferable vote.

But this week we'll be taking something of a quantum leap in new democratic procedures. Increasingly

NUS

the NUS has become concerned with getting beyond "formal" democracy, and instead looking at less obvious or tangible factors which may prevent students from exerting their proper democratic rights inside the NUS. We're learning much from the experience of the women's movement; a large, impersonal and highly complex democratic structure (our conferences involve nearly 1,500 people) can in reality be alienating, intimidating and frustrating for the vast majority who aren't "professional" conference-goers.

We'll be discussing ways of increasing executive accountability through detailed scrutiny of all our actions which goes far beyond simply reporting what we've been up to. We'll be attempting to involve delegates in the planning of future work for the NUS; not just our major policy debates but an enormous range of other subjects.

We'll be examining the use of time at our conferences to ensure the minimum interruption to decision-making with bureaucratic or irrelevant agenda-items.

But most important, we'll be continuing to question our own styles of participation, creating an environment which welcomes comments, criticisms, ideas and views, without those being devalued because they're of the "wrong" political complexion or not accompanied by a flourish of rhetoric.

The days when student politicians sought parts in that hallowed democratic institution